ED 313 499 RIE VOL.25,NO.05 FROM: ED 313 499 0001
DOCUMENT RESUME MAY 1990 TO: ED 313 895

ED 313 499 AA 001 196

Resources in Education (RIE). Volume 25, Number 5.

ARC Professional Services Group, Rockville, MD. Information Systems Div.; Educational Resources Information Center (ED), Washington, DC.; ERIC Processing and Reference Facility, Rockville, MD.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- May 90

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $66.00 (Domestic), $82.50 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 313 512 CE 053 625

Entering the 90's: Reflections on the Past, Directions for the Future. National Conference on Adult and External Degree Programs (9th, Tampa, Florida, October 11-13, 1989).

Alliance, an Association for Alternative Degree Programs.; American Council on Education, Washington, D.C.

PUB DATE- 89

NOTE- 205p.; The 16-page paper by De L'eau contains blurred type and will not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; *Adult Education; Degree Requirements; *Distance Education; Evening Students; *External Degree Programs; Higher Education; Independent Study; Lifelong Learning; Noncampus Colleges; *Nontraditional Education; Open Universities; *Special Degree Programs

This report of a conference on distance learning/adult education programs contains the following papers: "Adult Learners, Distance Education, and Technology: It's the Future, but Can We Get There from Here?" (Gulliver, Wright); "Minority Student Response to External Adult Degree Program Education" (Gillett, Sutphin); "Methods in Project Development: Applications of Collaborative Learning Technique and Writing Theory to Research Projects of Adult Students" (Fishman, Bunnell, and McNees); "Quality Assurance in Alternative Graduate Education" (Francis); "Closing Distances in Adult Education" (Roberts, Granger); "Redefining Liberal Education and Restructuring General Education: A Way of Helping to Meet Society's Need for Educating the Unemployed/Unemployable" (Leith); "Graduate Liberal Studies for Adults: Recent Progress and Future Prospects for a Growing Program Area" (O'Callaghan, Davis); "The Future of Distance-Directed Adult Study and the Liberal Arts: The Electronic External Degree of the Woods Project" (Watts); "Does Education Make a Difference? A Survey of Graduates" (Holm); "Self-Assessment: Reflection on the Past Which Helps Set Future Directions" (Taylor, Marienau); "Part-Time Faculty, Administrators, and Learners: Adversaries or Partners in the Learning Contract" (Corso, Barden); "Utilizing Your PC in Recruitment and Retention in an External Degree Program for Adult Learners" (Swan); "Beyond Chocolate and Vanilla: Reaching the 33 Flavor Market" (Miner); "Theories of Adult Development: A Comparative View" (De L'eau); and "The Goals of Higher Education and the Adult Student" (Roxby). (CML)

ED 313 525 CE 053 707

Fetterman, Nelma I.; Lefebvre, Verna M.
Index to Research in Home Economics: 1972-1986.
Alberta Univ., Edmonton.
REPORT NO.- ISBN-0-9694193-0-9
PUB DATE- 89
NOTE- 328p.
AVAILABLE FROM- Home Economics Index Project, 115 Home Economics Bldg., University of Alberta, Edmonton, Alberta T6G 2M8 ($25.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Citations (References); *Clothing Instruction; Consumer Economics; *Consumer Education; Consumer Science; Developing Nations; *Foods Instruction; Foreign Countries; *Home Economics; *Home Economics Education; Home Economics Skills; Home Economics Teachers; Homemaking Skills; *Nutrition Instruction; Occupational Home Economics; Postsecondary Education; Research Needs; Research Projects; Scholarly Journals; Secondary Education; Textiles Instruction
IDENTIFIERS- Canadian Home Economics Journal; Home Economics Research Journal; Journal of Consumer Studies and Home Economics; Journal of Vocational Home Economics Education

This index lists 945 research articles from 4 English-language journals in the field of home economics: the "Canadian Home Economics Journal," volumes 23-30; the "Home Economics Research Journal" (United States), volumes 1-14; the "Journal of Consumer Studies and Home Economics" (United Kingdom), volumes 1-10; and the "Journal of Vocational Home Economics Education" (United States), volumes 1-3. The four parts of the document are a subject index, an author/title index, a keyword-in-title index, and a complete bibliography for the four journals keyed by number to the three indexes. The subject index consists of 12 main categories and 56 subcategories. The 12 main categories of the subject index include art and design; clothing and textiles; communications; consumer studies; family studies; foods and nutrition; higher education in home economics and professional development; historical and philosophical perspectives in home economics; home economics education; home environment and equipment; international cooperation, global concerns, and Third World development; and research issues. (KC)

ED 313 538 CE 053 739

Charner, Ivan; Fox, Shirley
Improving Workplace Literacy through Community Collaboration. Leader's Guide and Workbook.
Academy for Educational Development, Inc., Washington, D.C.; National Inst. for Work and Learning, Washington, D.C.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore. Div. of Instruction.
PUB DATE- 89
NOTE- 159p.
AVAILABLE FROM- National Institute for Work and Learning, 1255 23rd Street, NW, Suite 400, Washington, DC 20037 (Leader's Guide: $12.50 plus $3.00 postage; Workbook: $6.00 plus $3.00 postage; package of 10 workbooks--$45.00 plus $6.50 postage; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Change Agents; Change Strategies; *Citizen Participation; *Community Action; Community Change; *Community Involvement; Community Leaders; Education Work Relationship; *Functional Literacy; Labor Force Development; *Literacy Education; Social Responsibility
IDENTIFIERS- *Workplace Literacy

This document consists of a leader's guide that tells how to conduct a 1-day workshop and a workbook used by workshop participants to develop action plans to improve workplace literacy and the collaboration skills needed to implement those plans. It is intended that workshop participants should consist of 10-15 community members.) A memorandum in the leader's guide summarizes the intent of the guide and the leader's responsibilities. The first section gives a rationale for improving workplace literacy and for using community collaboration to do it, describes the organization of the document, and describes the workshop that the leader is to conduct. The second section gives detailed steps for conducting the workshop and includes 11 overhead transparency masters. The text of the workbook is reproduced on the left side of the page, and related notes for the workshop leader appear on the right. The workbook contains worksheets on which the participants can identify such things as workplace literacy skills; problems (for example, existing employees require skill upgrading, entry-level employees possess low levels of basic skills, and the labor pool includes large numbers of non-English speakers); possible solutions; potential community resources; and the benefits of improved workplace literacy. Other worksheets guide the development of action plans that include goals and objectives, tasks and activities, and a timeline. The document concludes with lists of basic workplace skills, reasons for adult participation in education, reasons for adults not participating, critical elements for overcoming barriers, principles and skills for successful collaboration; and strategies to create and maintain effective partnerships. A glossary and an 18-item bibliography are also included. (CML)

ED 313 551 CE 053 804

Jurmo, Paul, Comp.
"Dialogue Is Not a Chaste Event." Comments by Paulo Freire on Issues in Participatory Research.
Massachusetts Univ., Amherst. Center for International Education.

REPORT NO.- ISBN-0-932288-78-2
PUB DATE- 85
NOTE- 34p.
AVAILABLE FROM- Publications Director, Center for International Education, 287 Hills House South, University of Massachusetts, Amherst, MA 01003.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication (Thought Transfer); Community Education; Cooperatives; Democracy; *Developing Nations; *Dialogs (Language); *Educational Philosophy; *Educational Strategies; Foreign Countries; Outcomes of Education; Outreach Programs; *Participative Decision Making; Participatory Research; *Politics of Education; Self Determination
IDENTIFIERS- *Freire (Paulo)

This document records the reactions of the Brazilian author/educator Paulo Freire to the questions: (1) what should educators do when the people with whom they work are not interested in the ideas of dialogical analysis and participatory decision making?; (2) what should educators do when they encounter hostility from people who feel that a dialogical and participatory process would threaten the status quo?; and (3) do educators have any right to get involved in a process of transformation in another culture? These questions stemmed from a 1982 project intended to increase African farmers' understanding of their own cooperative marketing system and to raise their level of participation in management of the cooperatives. Freire's answers are summarized as follows. Dialogue with others is necessary to the act of knowing because knowing takes place in human, cultural, and historical space. First, educators have to respond to the group, answering their expectations. They must become educators who give knowledge when asked, but also challenge students about their expectations for the knowledge they are demanding. Educators must understand why people do not want dialogue. They should promote dialogue between different participants, for each to defend his/her position. When they debate, they are accepting dialogue. Educators' tactics, developed in response to the situation confronted in the field rather than at the university, must be totally consistent with their strategy, their dream. Because one was born in one society does not prevent him/her from going to other cultures. The first thing one has to do there is to listen to the voice that is speaking. The second is to listen. The third is to discover that one day it is impossible to speak to others without listening to them, too. (23 references) (CML)

ED 313 565 CE 053 846

Carter, Barbara Ann
The Feasibility of Adapting Office Technology Reading Materials for Foreign-Speaking Students.
PUB DATE- 22 Nov 88
NOTE- 16p.; Course requirement research paper, Northern Virginia Community College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Access to Education; *Bilingual Instructional Materials; Business Education; *Curriculum Development; Curriculum Problems; English (Second Language); Language Proficiency; *Limited English Speaking; *Media Adaptation; *Office Automation; Office Occupations Education; Proprietary Schools; *Teacher Developed Materials; Two Year Colleges

This paper investigates the economic feasibility of adapting office technology course work for students with limited English proficiency at a proprietary school. Learning guides, textbooks, computer-aided instruction, and documentation supporting the office software being taught were examined for possible adaptation. The following conclusions are reported: (1) all foreign-speaking students must be tested in English, math and reading comprehension before beginning the course; (2) instructors must spend extra time during the beginning of the course to establish a positive relationship with the students and familiarize the students with format, objectives, and procedures; (3) foreign students' learning style strengths can be used to compensate for their weaknesses; (4) supporting handouts and glossaries need to be developed; (5) the relationship of the course work to the real world needs to be emphasized and reinforced; (6) feasibility considerations include instructor labor and time costs, and benefits include increased instructor availability to all students as the foreign-speaking students become more successful and independent; and (7) the total modification costs are minimal. (The paper contains a five-item bibliography.) (CML)

ED 313 579   CE 053 867

Heslop, Yvonne, Ed.
Literacy: Focus on Asia and the Pacific. Special Issue To Commemorate International Literacy Year 1990. ASPBAE Courier No. 47.
Asian - South Pacific Bureau of Adult Education.
SPONS. AGENCY- Australian National Univ., Canberra. Centre for Continuing Education.; German Adult Education Association, Bonn (West Germany).
PUB DATE- Dec 89
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Adult Students; *Community Education; *Developing Nations; Foreign Countries; *Literacy Education; Program Descriptions; Program Effectiveness; Program Evaluation; *Program Implementation; Program Improvement; Second Language Instruction; Teaching Methods
IDENTIFIERS- *Asia Pacific Region; International Literacy Year

This special issue of the "Courier" has been produced to mark the beginning of International Literacy Year 1990. It brings together papers from adult educators involved in literacy work about who needs literacy and why, what literacy is, who can help in creating the right conditions for literacy to succeed, and how to evaluate literacy programs. Following an introduction and messages from the Director-General of UNESCO (Mayor) and from the president of the Asian South Pacific Bureau of Adult Education (Pick), the collection is organized in two parts. Part 1 explores "Literacy: Some Thoughts on the Eve of International Literacy Year 1990." Papers included are the following: "The 'International' in International Literacy Year 1990" (Alan Rogers); "Literacy as a Social Process: Literacy as a Social Intervention" (H. S. Bhola); "Literacy for Development: Can Sociology and Anthropology Help Adult Education?" (Heribert Hinzen); "UNESCO's Rhetoric: Appeal and Reality" (Premadasa Udagama); "The Promotion of Literacy from the Perspective of Community Education" (Alan Blackhurst); and "Guidelines for Evaluating Nonformal Education Programs on Literacy" (Innotech Newsletter). Part 2 addresses "Literacy Programs in Countries of Asia and the Pacific." These papers are included: "Study Report of Adult Education Programs in the People's Republic of China, Philippines, Thailand, and Pakistan" (Safraz Khawaja); "'Tokples' Literacy in Papua New Guinea: The Challenge of Vernacular Literacy in a Multi-Language Environment" (Susan Malone); "Literacy Workshop Report" (S. H. Waura); "The Psychology of Illiterate Rural Women in Korea" (Cheong Ji Woong); "Literacy Work in Southern Thailand" (Mohamad A. Kadir); "What I Need Is More" (Sunthorn Sunanchai); "Impressions of Literacy Status in Bangladesh" (G. S. Pradhan); "Report of Literacy Study Visit to Nepal" (M. Hanif); "Rapid Literacy Learning Method" (Nishat Farooq); "Literacy Activities at the Centre for Adult Education and Extension, University of Kerala" (K. Sivadasan Pillai); and "Communication Technology for the National Literacy Mission" (B. B. Mohanty). Following the papers is an annotated bibliography of 15 resources and a section titled "Learning Exchange," which describes activities related to the International Literacy Year. (KC)

CG

ED 313 592 CG 022 110

Collins, Gloria
Group Motivation in a Nutrition Project for Pregnant and Parenting Teens and Their Spouses by Use of an Incentive Plan.
PUB DATE- 89
NOTE- 38p.; M.S. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Early Parenthood; *Group Counseling; Group Dynamics; *Incentives; *Motivation; *Nutrition; *Pregnancy; Spouses

A child care agency located in the southeastern United States serving homeless youth up to the age of 21 years provided pregnant and parenting teenagers with shelter and support services and provided individual and group counseling sessions focusing on health and nutrition, parenting and child care, sexuality and pregnancy, family support services and adoption, homemaking and life skills, education and job training. A decrease in attendance and inconsistency in enrollment in the Expanded Food and Nutrition Education Program component of the Teen Parent Aftercare Program was noticed and explored. An incentive plan was developed which included gifts for the teenagers and their families, and supplies for their infants. An escort system developed by staff and volunteers provided transportation on a regular weekly basis. Counseling in nutrition education was extended to include other speakers throughout the county. Outreach to teen parents and their families by counselors and staff was done on a regular basis. Food preparation and demonstration formed a part of aftercare sessions. Reports indicated an increase in teenage parents' attendance, and improvement in their nutrition awareness needs for themselves and for their infants. Ongoing plans will continue to focus on the program's teenage parents' nutrition and health needs. (Appendices include sample attendance records and questionnaires.) (Author/NB)

ED 313 606 CG 022 126

Winemiller, David R.; Mitchell, M. Ellen
Development of a Content Coding System for Marital Problem Solving.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for the Advancement of Behavioral Therapy (23rd, Washington, DC, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Cognitive Restructuring; Cognitive Style; Content Analysis; *Evaluation Methods; *Marital Satisfaction; *Marriage Counseling; *Problem Solving

While much research has focused on the processes of marital problem solving, the content of marital problem solving has received considerably less attention. This study examined the initial efforts to develop a method for assessing marital problem solving content. Married individuals (N=36) completed a demographic information sheet, the Dyadic Adjustment Scale (DAS), the Relationship Belief Inventory (RBI), the Problem Solving Inventory (PSI), and a problem solving exercise. The problem solving exercise sequentially presented three recorded scenarios depicting a marital disagreement about child management, relationship with inlaws, and sex. After each scenario was played, subjects were asked to develop a set of steps for solving the problem using their own relationship as a guide. The results revealed that none of the content variables correlated significantly with the criterion measure totals (RBI, DAS, and PSI), although significant correlations were found with some of the subscales of the DAS. All of the content variables, except the sum of the relevant mean codes for the sex scenario, significantly negatively correlated with the Dyadic Satisfaction subscale of the DAS. The sum of the relevant mean codes for the child management scenario was also negatively correlated with the Affective Expression subscale of the DAS. Multiple regression analyses revealed the content codes to have little in the way of consistent predictive power with respect to the DAS, RBI, and PSI criterion variables. (NB)

ED 313 620 CG 022 143

Kalter, Neil; And Others
Children of Divorce: Facilitation of Development through School-Based Groups. Grades 4 and 5. A Replication Manual.
Michigan State Dept. of Mental Health, Lansing.
PUB DATE- 88
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adjustment (to Environment); Counseling Techniques; *Divorce; Grade 4; Grade 5; *Group Counseling; Intermediate Grades; Intervention; *Preadolescents

This manual outlines a time-limited group intervention for children in grades 4 and 5 who are experiencing parental divorce. Part A, "Overview and Program Organization" (Neil Kalter), includes an introduction to the manual, an overview of developmental facilitation groups, and a discussion on group organization. Part B presents guidelines and content for discussion leaders of children's sessions: (1) "Session 1: Introductions and Group Story-telling" (Jeffrey Pickar); (2) "Session 2: Pre-divorce Fighting between Parents" (Milton Schaefer); (3) "Session 3: Parents Tell the Children about Their Separation" (Katherine Okla); (4) "Alternative Session A: Custody Issues: The Court Scene" (Steven Rubin); (5) "Alternative Session B: Visiting Issues: Awaiting the Noncustodial Parent; A Weekend with the Noncustodial Parent; Returning to the Custodial Parent; A Group Letter to an Uninvolved Noncustodial Parent" (Jonathan Falk and Marci Gittleman); (6) "Alternative Session C: Remarriage and Stepparenting Issues: Mother Tells the Children of Her Plans to Remarry; Family Dinner with the Prospective Stepfather and His Children; The Role of the Stepparent" (Dana Alpern); (7) "Session 7: The Group Newspaper" (Shelly Schreier and Mindy Markow); and (8) "Session 8: The Final Group Meeting" (Shelly Schreier and Mindy Markow). Part C discusses management issues during children's sessions. Part D presents discussions on the pre- and post-group meetings with parents and leaders, both by Neil Kalter. Part E consists of "Evaluation Design and Results" (Neil Kalter) and a

brief mention of minimal feedback evaluation. References are included and a letter to parents describing the groups, a parental consent form, and examples of group newspapers are appended. (NB)

ED 313 634 CG 022 157

Osterkamp, Lynn
Caregivers' Cognitive Coping Strategies: "These Are Things I'm Talkin' to Me About."
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Coping; *Family Caregivers; *Older Adults; *Stress Management

Transactional theories of stress suggest that redefining or reframing difficult circumstances may be a useful coping strategy for family caregivers. To identify specific cognitive reappraisal themes and strategies caregivers use, this study examined published accounts of caregivers' (N=26) experiences, which represent an unobtrusive, untapped data source. Statements that reframed or redefined the caregiving situation were recorded and sorted into categories. Five major reframing themes emerged: (1) taking the care-recipient's perspective; (2) finding satisfaction or meaning; (3) identifying accomplishments; (4) discovering personal benefits; and (5) accepting one's own limitations. This study was limited by the sample of caregivers who chose to tell their stories and the researcher's choices of categories. Increasing the understanding of caregivers' use of cognitive coping strategies can be a foundation for further research that would explore the effectiveness of various techniques in helping caregivers manage their difficult situations. Such research, focusing on strategies that families develop out of their own search for ways to survive, and possibly even grow, from difficult situations, can result in improved, more effective psychoeducational interventions to help family caregivers. (Author/ABL)

Speas, Carol
What Do We Know About North Carolina Public School Dropouts?
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Oct 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Characteristics; *Dropout Prevention; *Dropout Research; *Dropouts; *Elementary Secondary Education; Graduate Surveys; Longitudinal Studies; *Predictor Variables; Public Schools
IDENTIFIERS- *North Carolina

The 1983 North Carolina Dropout Study and the 1988 North Carolina Follow-Up Dropout Study were conducted to provide baseline dropout data for North Carolina public high schools, to provide estimates of dropout rates, and to explore possible factors contributing to a student's decision to leave high school. The results of the 1983 study indicated that 26 to 28 percent of North Carolina public school ninth-graders did not graduate from a North Carolina public high school within the next 5 years. Students in the 1988 sample were classified as known graduates, known dropouts, and indeterminates. For the random sample of 2,011 students, the percentage of known graduates was 75.1 percent and the percentage of estimated graduates was 77 percent. The on-going At Risk Study (1987-1991) is being conducted to explore factors which put a student at risk of dropping out. School behavior and performance differences between graduates and dropouts were investigated, including grade retention, achievement test performance, and pre-school attendance. Student reported reasons for leaving school were also examined. Further steps should include support for efforts to achieve a standard definition of school dropout; local data collection; increased monitoring; evaluation of program effectiveness for at-risk students; sharing of information; and implementation of recent task force and legislative recommendations. (ABL)

ED 313 662 CS 009 853

Intonato, Jo Ann
An Investigation To Determine Classification of Interests in Reading Material of Above Average Readers in the Fourth and Sixth Grades.
PUB DATE- Dec 89
NOTE- 30p.; Requirement for the M.A. degree, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Grade 4; Grade 6; Intermediate Grades; *Reading Interests; Reading Research; *Sex Differences
IDENTIFIERS- Degrees of Reading Power

A study investigated the reading interests of fourth and sixth grade students of above-average reading achievement. Subjects, 44 fourth graders and 39 sixth graders in an urban environment, responded to a reading interest inventory containing 25 categories. The sample was separated into two groups, an experimental group which attained 60 or higher in a standardized reading test, Degrees of Reading Power, and a control group which had scored below the 60th percentile. Results indicated that there were no significant differences in reading interests between fourth and sixth grade above-average readers. Results also indicated that boys showed a greater interest than girls in the following areas: short stories; comics; science fiction stories; and sport, science, and mechanical magazines. (Two tables of data are included; 17 references and two appendixes of data are attached.) (RS)

ED 313 675 CS 009 868

Wagner, Betty Jane
Whole Language: Integrating the Language Arts--and Much More. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classroom Environment; *Language Arts; Language Research; Primary Education; Reading Writing Relationship; Student Centered Curriculum; *Teacher Role
IDENTIFIERS- Emergent Literacy; ERIC Digests; *Whole Language Approach

In response to a current grass-roots movement among teachers, this ERIC digest provides an overview of the whole language approach. The first section outlines what whole language is, and the second section enumerates what whole language is not. The third section discusses what happens in whole language classrooms, and the final section discusses theory and research supporting whole language. (NKA)

ED 313 676 CS 009 869

ED 313 692 CS 009 889

Rasinski, Timothy V.
Making Early Childhood Classrooms Conducive to Literacy Learning.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the Kent State University Early Childhood Conference (Kent, OH, October 7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Early Childhood Education; Early Reading; *Family Environment; *Parent Student Relationship; Reading Aloud to Others; Teacher Expectations of Students; *Teacher Role; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Emergent Literacy; Reading Motivation

Using the findings of two studies of the home environments of children who are successful at reading at young ages, this paper suggests ways in which early childhood classrooms can create environments that promote literacy growth and provide children with an appropriate background and interest for later successful experiences in learning to read and write. The paper suggests that: (1) teachers need to make the classroom a place where children can feel safe and are encouraged to experiment and take risks with language without fear of failure; (2) reading aloud regularly and often to children should be the centerpiece of any early childhood literacy program; (3) early childhood teachers may wish to focus on words with their students; (4) children should see their teachers and other adults use literacy; (5) early childhood classrooms should be well-equipped with reading and writing materials; and (6) teachers must expect that their children will do well in school and communicate that expectation often to children and parents. The paper concludes that early childhood literacy educators would do well to give serious consideration to the practices, environments, and attitudes of parents who give their children a good start on the road to reading and writing. (RS)

ED 313 708 CS 212 169

Crafton, John Micheal
Marvelous Signals: The Usefulness of the In-Class Essay.

PUB DATE- Apr 89
NOTE- 15p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Essays; Expository Writing; Higher Education; *Skill Development; Teaching Methods; Writing (Composition); *Writing Exercises; *Writing Processes
IDENTIFIERS- Writing Assignments; Writing Development; *Writing Functions

Based on his experience of being trained in a process-centered pedagogy and of working in a product-centered program, a writing instructor discovers that the in-class essay is not only a useful or workable part of a regressive curriculum, but that it is effective and necessary for any progressive process orientation as well. Pragmatic, ethical, and theoretical reasons exist for making extemporaneous writing at least half of the composition curriculum and for removing the stigma of the pre-new-paradigm approach to writing. The in-class essay is a marvelous signal of the strengths and weaknesses of student writing: it shows how the student is incorporating the instruction about the writing process; it reveals how well he or she will write an office memo, a letter to clients, or book reports and essays in other classes; it clarifies where in the writing process the student is and perhaps could go. Extemporaneous assignments, however, must be based on realistic writing situations and should include teacher observation of student behavior during the writing process and analysis of student "scratch" work and outlines. (KEH)

ED 313 724 CS 506 913

Gandy, Oscar H., Jr.
The Preference for Privacy: In Search of the Social Locations of Privacy Orientations.
PUB DATE- 20 Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Project supported in part by a grant from AT&T through the Center for Communication and Information Science and Policy at the University of Pennsylvania.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Attitudes; Civil Liberties; Communication Research; Data Collection; National Surveys; *Privacy; Public Opinion; Public Policy; Questionnaires; Social Experience
IDENTIFIERS- Consumer Information; *Personal Experiences

A study was conducted to develop some understanding of how social experience might be related to public expectations of rights to privacy. A telephone questionnaire was developed which sought information about respondent knowledge, attitudes, and behavior regarding privacy and personal information. A national survey of adults over the age of 18 was administered by professional interviewers to a weighted sample of 981 cases. Results indicated that average citizens are quite concerned about what they identify as illegitimate uses of personal information. Nearly all the variables are skewed toward the privacy protecting poles of each measure. The data with regard to age suggested that although older people are more likely to be the target of direct marketing (and resentful of such annoyances), age did not appear to be related to any understanding of the ways in which personal information is gathered and used for marketing purposes. There were also critical inconsistencies in the data, especially those related to measures of social class, and future research will involve relatively precise classification of the respondent's work experience. (Four tables of data are included. Two appendixes showing questionnaire

items and 1979-1989 comparisons are attached along with 26 references.) (MG)

ED 313 740 CS 506 945

Corder, Lloyd E.; And Others
Intercultural Training: An Overview, Program, and Evaluation.
PUB DATE- 89
NOTE- 40p.; Some pages contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Business Communication; *Cross Cultural Training; Cultural Awareness; Cultural Differences; *Intercultural Communication; *Professional Training; Training Methods; Training Objectives

This paper discusses aspects of intercultural training for business people. The first section introduces the topic, giving a general background to intercultural training and discussing the rationale for it. Section 2 offers training exercises. Section 3 deals with evaluation of nonverbal training exercises, and the fourth section considers the evaluation of training programs and includes the results of a study developed to evaluate such exercises. Twenty-two references and five appendixes are attached, including a questionnaire and examples of gestures practiced in different cultures. (SR)

ED 313 755 CS 506 966

Yellin, Keith
Public Speaking Teleprompters: The "Secret" Continues.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Research; *Communication Skills; Higher Education; Mass Media Role; Media Research; *Persuasive Discourse; Political Candidates; Public Officials; *Public Speaking; Television
IDENTIFIERS- Ghostwriting; *Orators; Oratory; Political Communication; *Teleprompters

An empirical study examined politicians' use of public speaking teleprompters (PSTs) when delivering major addresses to determine if audiences made aware of this practice would more seriously question speaker credibility, sincerity, and communicative ability. After completing an initial survey about political attitudes and awareness, subjects, 36 undergraduates at a large midwestern university, were asked to watch three 30-second video clips of George Bush's 1988 nomination acceptance address: one clip showed only face and upper torso; another clip revealed PST plates from the front, and the third clip presented the PST platter from behind, allowing the subjects to watch the text scroll upward as Bush read it. After each clip the subjects were asked to fill out an instrument measuring perceptions of speaker skill, credibility, and means of delivery. Then the subjects were told about PSTs and were asked to fill out a final questionnaire, asking for their attitudes about PSTs and their past cognizance of them. Results revealed that subjects' reservations about the teleprompter did not significantly undermine ratings of speaker competence and credibility during subject exposure to obviously teleprompted oratorical displays. Greater concern surfaced after an informational lecture on the system. Findings suggest that greater exposure of the PST could lead to more serious questioning of oratorical ethics and leadership. When unseen, PSTs conceal the large degree to which public officials now depend on ghostwriters. (Eighteen references and one appendix including survey questions and results are attached.) (KEH)

Schofer, Richard C.; And Others

The Missouri Career Development and Teacher Excellence Plan: An Initial Study of Missouri's Career Ladder Program. A Technical Report.

Missouri Univ., Columbia. Coll. of Education.
SPONS. AGENCY- Missouri House of Representatives, Jefferson City.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 159p.; Appendices B through E consist of photoreduced survey forms.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; Change Strategies; *Educational Development; Elementary Secondary Education; Excellence in Education; *Incentives; *Motivation Techniques; *State Programs; Teacher Employment; *Teacher Improvement; Teaching (Occupation); Work Attitudes
IDENTIFIERS- *Missouri

The Missouri Plan provides for direct participation of teachers in the planning, development, and implementation of the district career ladder plan. This study analyzed the appropriateness of the Missouri teacher incentive plan. In particular, the study sought to determine why districts did or did not choose to implement career ladder programs; the attitudes of educational personnel regarding career ladders; and the potential positive or negative impact of career ladders on Missouri education. A total of 1,700 surveys were returned; in addition, 50 superintendents were interviewed by telephone. Findings indicate that school districts that chose to participate had made the decision to implement a career ladder plan on the participative model suggested by the state. The overriding factor in the decision to have a district career ladder plan was money. The attitudes about career ladders and their impact on the future of education were positive in participating districts, and a significant number of school districts report that they are considering implementation. Appended are (1) Missouri Statutes

168.500-168.520; (2) questionnaires; (3) matrix of common questions; (4) telephone interview instruments; (5) demographic data table; and (6) Missouri Carrer Ladder Model. (SI)

Hyman, Ronald T.

Educational Beliefs of Supreme Court Justices in the 1980s.

PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (35th, San Francisco, CA, November 16-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Court Litigation; Educational Legislation; Elementary Secondary Education; *Ethics; Federal Courts; *Freedom of Speech; *Government School Relationship; Moral Values; Public Schools; *School Law; *Student Rights
IDENTIFIERS- *Supreme Court

The educational beliefs of Supreme Court Justices in the 1980s are examined, i.e., the explicitly stated beliefs, rather than any inferred beliefs based on legal decisions. In particular, the focus is on beliefs expressed only in the major Court opinions rendered in the 1980s. Issues discussed include the definition of education, its relation to the First and Fourth Amendments, and its role in democracy. Discipline and education are considered as well as the power of educational decision making, curriculum, school leadership, and students' rights. The emphasis in the justices' educational viewpoints has turned in general to an emphasis on control, discipline, order, authority, and the inculcation of traditional values. (60 references) (SI)

Craven, L. L.
The Supply and Demand Trends of Public Secondary School Administrators in South Carolina from 1978 through 2002: An Overview.
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Assistant Principals; Educational Administration; *Educational Trends; Employment Patterns; *Labor Market; Labor Supply; Principals; *Public Schools; Rural Education; Secondary Education; *Supply and Demand; Urban Education
IDENTIFIERS- *Administrator Supply and Demand; *South Carolina

This paper examines the historical supply and demand trends of secondary public school administrators serving students in urban, rural, and mixed school attendance areas in South Carolina from 1978 to 1987. This report projects supply and demand trends for secondary school administrators for the next 15 years from 1988 to 2002. The study is divided into three phases. Phase I findings describe supply and demand findings for administrators, principals, and assistant principals in South Carolina from 1978 to 1987. Phase II findings pertain to the years 1988 to 2002. Phase III findings summarize the qualitative data of secondary principals, secondary assistant principals, and secondary teachers in 1987-88, as well as a summary of projected supply and demand for secondary principals and assistant principals as derived from a questionnaire. Overall findings indicate that the supply population of educators certified as public secondary school principals is projected to decline. The supply population will continue to be large enough to fill available demands. Recommendations are provided. (SI)

ED 313 813 EA 021 517

Ehrhardt, Cathryn
Religion in Public Schools: Free Exercise, Information, and Neutrality.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Jan 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Church Role; Court Litigation; Elementary Secondary Education; Intellectual Freedom; Private School Aid; *Public Schools; Released Time; Religion; *Religious Education; School Law; School Prayer; *State Church Separation

Politics and sex are regular entrees on the school curriculum menu, but since the Supreme Court's 1960s revival of the "wall of separation" between church and state, religion has been censored from the curriculum as well as from the school routine. The free exercise of religion, guaranteed by the First Amendment, is accommodated in U.S. school systems; however, the prohibition against establishment of religion in schools (also guaranteed by the First Amendment), while theoretically simple, is difficult in practice. The exclusion of the role of religion in society's past and present in school textbooks, courses, libraries, and class discussions has resulted in "ethically illiterate" students. Policy development in religious studies should follow the same processes chosen for other new initiatives. A public information program as well as teacher training should be included in religion curriculum planning. (KM)

ED 313 826 EC 221 342

Katims, David S.
Short-Term Memory of Children with Mental Retardation: Structural Defects or Control Deficits.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Auditory Stimuli; *Cognitive Processes; Comparative Analysis; Intermediate Grades; Junior High Schools; *Mental Retardation; Recall (Psycnology); Recognition (Psychology); *Short Term Memory; Visual Stimuli
IDENTIFIERS- *Memory Deficits

The short-term memory of 24 retarded and 24 nonretarded individuals, aged 10 to 14, under conditions of restricted cognitive strategy use was investigated. An attempt was made to determine whether short-term memory difficulties of persons with mental retardation are caused by deficits in voluntary cognitive strategies, such as the organization and verbal rehearsal of incoming information, or to untrainable structural processes. Three conditions were investigated: short-term visual recall of nouns, short-term auditory recall of consonant triads, and short-term visual recognition for unfamiliar designs in a match-to-sample format. Analyses suggested that both retarded and nonretarded subjects processed auditory and visual information in similar ways. However, subjects with mental retardation demonstrated less efficient information processing, faster than normal stimulus decay, and greater stimulus interference on both recall and recognition items under conditions of restricted cognitive strategies. These findings were interpreted as evidence for structural short-term memory defects of subjects with mental retardation. (Author/JDD)

ED 313 841 EC 221 707

Kaiser-Grodecka, Irmina; Cieszynska, Jagoda
The Understanding of Time by Deaf Pupils.
PUB DATE- Jul 89
NOTE- 14p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Concept Formation; *Deafness; Elementary Secondary Education; Foreign Countries; *Hearing Impairments; *Sign Language; *Time Perspective
IDENTIFIERS- Poland

The natural sign language used by deaf children in Poland makes no distinction between present, future, and past tenses. Deaf pupils do not understand the notions of temporal sequence and duration of time intervals, and so are prevented from thinking of and planning for the future. The study with 15 deaf 12-year-old pupils and 15 deaf 14-year-old deaf pupils in Poland examined their understanding of the following time concepts: perception of the age of adults, chronology of historical facts and the problem of temporal perspective, understanding of the relations between generations in a family, and the ability to use temporal notions. It was concluded that poor time concepts among deaf children probably do not result only from language defects. (Author/PB)

ED 313 856 EC 221 723

Stewart, Sharon Rowe
Use of Expository Test Structure by Adolescents with Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 86
NOTE- 213p.; Ph.D. Dissertation, University of Kentucky. Appendix A will not reproduce adequately in paper copy.
GRANT- G008530231
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Cognitive Style; Cohesion (Written Composition); *Learning Disabilities; Learning Strategies; *Reading Comprehension; Secondary Education; *Text Structure; *Writing (Composition)

The study examined the use of expository text structure as a reading and writing strategy with 15 learning-disabled adolescents, 15 normally achieving adolescents, and 15 normally achieving fourth graders. Two reading tasks required students to recognize sequence or comparison-contrast text structure. The third task required students to write endings to partially written paragraphs representing sequence or comparison-contrast text structure. It was hypothesized that learning-disabled adolescents would perform similarly to fourth graders, but poorer than their normally achieving peers. All groups demonstrated sensitivity to text inconsistencies during reading, were better able to identify inconsistent sentences embedded in sequence text than in comparison-contrast text, and experienced greater difficulty answering questions for inconsistent than consistent comparison-contrast text. However, learning-disabled adolescents performed less well than their peers and similarly to fourth graders in their use of text structure during writing. The lack of many significant correlations among variables for any group suggests the need for research which systematically investigates strategy use across a variety of texts and tasks. (DB)

ED 313 869 EC 221 738

Swartz, Stanley L.; And Others
Identification of Handicapped Children. An Analysis of Illinois Case Study Evaluation Procedures.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jun 89
NOTE- 95p.; Appendixes will not reproduce in paper copy.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Disabilities; Educational Diagnosis; *Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Handicap Identification; Higher Education; School Personnel; State Departments of Education; *State Standards; *Student Evaluation; Student Placement
IDENTIFIERS- *Illinois

Information on identifying handicapped children was collected and analyzed, in order to evaluate Illinois-required case study components and assessment procedures. A literature review chapter discusses assessment of health, academic status, and individual strengths/weaknesses, and provides summaries of best practices. In regard to method, a survey of state departments of education found that all states require assessment of achievement data, followed in order of required frequency by: consideration of child's physical condition, child's social/cultural condition, adaptive behavior, and so on. Also analyzed were types of personnel required in identification procedures, consistency with nondiscriminatory guidelines of federal education legislation, and placement criteria for specific categories of children. Twenty-six Illinois institutions of higher education were surveyed regarding training in student assessment procedures, to evaluate the amount of instructional emphasis given to each of the case study components and perceptions of graduate preparedness to complete case study components. In addition, 549 Illinois professionals involved in special education evaluation were asked to rate usefulness of the various case study components. Components receiving highest rankings of usefulness were: evaluation of learning processes, medical history, level of educational achievement, hearing screening, vision screening, and speech and language. Respondents were also asked how case study requirements should be modified and which professional should have primary responsibility for each case study component. Results of each survey are described and discussed, and 13 recommendations are presented. Forty references are listed and three appendixes contain copies of the survey forms. (JDD)

Ripley, Suzanne; Cvach, Peggy A.
Recreation for Children with Learning Disabilities.
Learning Disabilities Project, McLean, VA.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 89
NOTE- 7p.
GRANT- G008635204
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Athletics; Child Rearing; *Group Activities; *Learning Disabilities; *Parent Role; *Peer Acceptance; Play; *Recreational Activities; *Social Integration

The article looks at the role of play and recreation in the lives of children with learning disabilities and suggests ways parents can help integrate such children into recreation and sports programs. The importance of three systems of support--the family, the school, and the peer group--is stressed. Parents are urged to work toward providing the peer group support and camaraderie of group recreation. Parents are also encouraged to list the child's greatest weaknesses and then identify activities where these weaknesses woul not be noticed. It is recommended that parents who volunteer to lead groups should "stack the deck" in favor of learning disabled children by enabling them to avoid the parts of a group activity that would expose their weaknesses while assigning them other roles that would utilize their strengths. Other ways parents can help is by initiating a new group activity in which all participants are equally inexperienced, having the child practice well in advance for activities requiring tryouts, and having the child try out for activities with few competitors. (DB)

ED 313 635 CG 022 158

Thompson, Chalmer E.
Providing Benefit to Black College Students in Counseling Research.

PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; *College Students; *Counseling; Higher Education; *Research; Research Methodology
IDENTIFIERS- *Counseling Psychology

Counseling psychologists are in ideal positions to address issues pertinent to black college students, particularly via empirical research study and advocacy. The first step towards maximizing benefit to black college students is to respond to their need for personal and community-wide intervention. It is necessary to collaborate with the racial/ethnic community on matters of most urgency to these students. Ties with members of the campus community who are actively involved in research related to black student adjustment and/or attrition need to be generated. Enlisting the assistance of black graduate students in counseling psychology programs is another important way that counselors can provide benefit to the community. Every effort should be made to make the experimental counseling process as meaningful and positive as possible to all students, if not in the actual experiment, then in the debriefing. Allowing black students to explore personal issues may be particularly valuable. It is imperative that feedback be verbalized about research to black students and that these students be provided with ample opportunity to discuss their questions or concerns. Researchers who practice with groups should establish weekly support groups for students in need of services. These strategies for providing benefit are useful only if research practices that unfairly characterize blacks are avoided. (ABL)

ED 313 663 CS 009 854

Robertson, Victoria A.
The Effects of Oral Reading on Reading Interest in Eighth Grade.

PUB DATE- Dec 89

NOTE- 40p.; Requirement for the M.A. degree, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Grade 8; Independent Reading; Junior High Schools; Middle Schools; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; Reading Instruction; Reading Research; *Recreational Reading
IDENTIFIERS- Reading Behavior; *Reading Motivation

A study examined whether a group of eighth graders whose teacher read orally to them for 10 minutes daily would develop greater interest in reading for pleasure than similar students who did not experience the teacher reading orally to them. Subjects, 36 urban and suburban youngsters, were divided into an experimental and a control sample. Beginning the first day after the experimental group finished hearing the book, both the experimental and control groups were given free choice time for the last 10 minutes of reading class for 14 consecutive school days. The teacher kept a log showing the number of students who chose to read a book, study silently, or do homework during the free choice time. Results indicated that when given the opportunity to select freely among activities, both groups made similar choices whether they had been read to at one time by the teacher or not. (One table of data is included. One appendix, showing a sample daily choice log sheet, and 34 references are attached.) (MG)

Rose, Jane Atteridge

Lillie Buffum Chace Wyman: Writing for Reform.

PUB DATE- Jun 89
NOTE- 10p.; Paper presented at the Annual Meeting of the National Women's Studies Association (11th, Towson, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Authors; Civil Rights; *Feminism; Literary History; Literature Appreciation; *Nineteenth Century Literature; *Short Stories; Social Action; Social Discrimination; United States History; *United States Literature
IDENTIFIERS- Regional Literature; Women in Literature; *Wyman (Lillie Buffum Chace)

A collection of eight short stories first published in 1886 in "Atlantic Monthly" under the title "Poverty Grass" is worth recovering, particularly now in light of renewed critical interest in history, culture, and feminism. Written by a 19th century activist and documentarian of social reform named Lillie Buffum Chace Wyman, these regional stories of New England factory and village life are striking for their depiction of truth in fiction. Most notable today, perhaps, is Wyman's commitment to individuals marginalized by 19th century American experience: the immigrant, the uneducated, the impoverished, the handicapped, and the female. One of these stories of persons struggling against odds is "The Child of the State" in which Wyman accuses the criminal justice system of inhumanity as well as inefficacy, particularly in its treatment of female youth. The short story illustrates Wyman's masterful use of formulaic plot and documentary style, stripped of ornamentation, as she relates the history of her lower class protagonist, Josie Welch. (KEH)

ED 313 741 CS 506 946

Corder, Lloyd E.; Yarbrough, Charles G., Jr.
The First Baptist Church of Pittsburgh: Attitude Assessment Study.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Attitude Measures; Churches; *Church Role; Clergy; *Communication Audits; *Organizational Communication; Protestants; Questionnaires; Religious Organizations; Statistical Significance
IDENTIFIERS- *Baptists; Church Attendance; Church Newspapers; *First Baptist Church of Pittsburgh

A communication audit (questionnaire) of the First Baptist Church of Pittsburgh was undertaken to help discern the attitudes and beliefs of the congregation about a number of issues and church practices. The goal of the audit team was to: (1) identify the strengths and weaknesses of the Sunday morning worship service; (2) assess the performance of ministers; and (3) seek information about denominational associations, memberships and support, publications, and church office staff. Additionally, background information about the members of the First Baptist Church was obtained as well as views of current issues and opinions about the use of the church building by outside groups. Data compiled from a large sample of church members (108 individuals returned the questionnaires) identified areas of general concern to the congregation. (Nineteen tables of data are included with corresponding analyses of statistically significant patterns.) (KEH)

ED 313 785 EA 021 451

Tatel, David S.; Mincberg, Elliot M.

The 1988-89 Term of the U.S. Supreme Court and Its Impact on Public Schools.

Hogan & Hartson, Washington, DC.

PUB DATE- 15 Sep 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Affirmative Action; *Court Litigation; Educational Finance; Educational Legislation; Elementary Secondary Education; Federal Courts; *Freedom of Speech; *Public Schools; Religion; *School Desegregation; *School Law; Special Education
IDENTIFIERS- *Supreme Court

In its 1988-89 term, the Supreme Court, dominated by a conservative 5-4 majority made possible by the addition of Justice Kennedy, issued a number of decisions of significance to school districts. These decisions of the Supreme Court's 1988-89 term are summarized in this study and organized by subject matter into five sections: (1) civil rights in the context of employment and other liability-related issues; (2) special education; (3) freedom of speech and religion issues; (4) school desegregation; and (5) school finance-related issues. In each section, the key cases decided by the Court, the lower court decisions the Court declined to review and, where relevant, decisions scheduled for review in the 1989-90 term, are summarized. A list of 55 cases discussed, including case citations, is presented at the end of the summary. (SI)

ED 313 800 EA 021 483

Mills, Geoffrey E.
A Consumer's Guide to School Improvement. Trends and Issues Series, Number 4.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-101-8
PUB DATE- Jan 90
NOTE- 33p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 prepaid; $2.50 postage and handling on billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Role; *Change Strategies; *Cooperation; Coping; *Educational Improvement; Elementary Secondary Education; Instructional Improvement; *Models; *Program Implementation; School Effectiveness

Intended as a synthesis of current literature on school improvement and educational change, this guide attempts to provide central office personnel, principals, teachers, and parents with an overview of five school improvement models, along with practical suggestions for improving instructional programs. The second chapter summarizes relevant literature, focusing on two themes: the actors in the change process and impediments to change. Specifically discussed are district administrators' and principals' roles in the change process, principals' strategies for coping with change, the effect of teacher and administrator career paths on innovation, and "top-down" versus "bottom-up" change. The third chapter examines five school improvement models (the Structure of School Improvement, Onward to Excellence, Program Development Evaluation, School-Based Improvement, and the School Improvement Process) and summarizes common program characteristics. The final chapter presents qualifying assumptions (including the need for multilevel cooperation and strategies for managing the slowly evolving change process) and seven recommendations: (1) fostering an attitude favorable to change; (2) broadening participation; (3) identifying and defining problem areas and key school effectiveness research elements; (4) deciding on long-range goals; (5) developing an information and feedback system; (6) anticipating obstacles and ways to overcome them; and (7) promoting a spirit of collaboration among participants. A bibliography of 40 references is included. (MLH)

ED 313 814 EA 021 518

Young, John

Site Based Management: Implications for Education Service Districts.

PUB DATE- Oct 89

NOTE- 16p.; Paper prepared for the Annual International Meeting of the Association of School Business Officials (75th, Orlando, FL, October 15-19, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Decentralization; *Education Service Centers; Elementary Secondary Education; Institutional Autonomy; Management Teams; *Participative Decision Making; School Administration; *School Based Management; School Districts; Teacher Participation

Educational improvement can occur if school decisionmaking is shifted from centralized, "top down" administration to individual school control cooperatively directed by the principal, the staff, and parents. Site-based management allows the school a high degree of autonomy by placing the responsibility and authority for decisions at the school level. The Bellevue, Washington, school district has identified 10 components of school-centered decisionmaking and renewal; a number of other school districts in the United States and Canada have developed similar site-based management programs. Included among the 10 components are: (1) establishing a framework through district mission statements and goals; (2) providing staff development and training guided by local school needs; and (3) maintaining a continuous dialog regarding roles at both the district and the school levels. In many states, county and regional education service districts provide support to local districts and serve as an intermediate agency between the state department of education and the local district. As schools are empowered to make their own decisions, in order to continue to play an important role in the education of students, education service districts must become more responsive and competitive in the delivery of their services to individual schools. (18 references) (KM)

ED 313 827 EC 221 343

Boros, Alexander, Ed.
Alcohol and the Physically Impaired: Special Focus.
National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
REPORT NO.- ADM-89-151
PUB DATE- 89
NOTE- 101p.
AVAILABLE FROM- Superintendent of Docments, Mail Stop: SSOM, U.S. Government Printing Office, Washington, DC 20402-9375 ($8.00 per year; $4.00 single copy).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Alcohol Abuse; *Alcoholism; Blindness; College Students; Disease Incidence; Epilepsy; *Etiology; Higher Education; *Intervention; *Physical Disabilities; Physical Therapy; *Rehabilitation; Research Projects; Visual Impairments
IDENTIFIERS- Arthritis; Head Injuries; Spinal Cord Injuries

The articles in this special issue explore the connections between the dual disabilities of alcohol abuse and physical impairment, and reflect progress made in exploring the causes and treatments of alcohol abuse among the physically impaired. Selected articles include: "Results of a Model Intervention Program for Physically Impaired Persons" (Sharon Schaschl and Dennis Straw); "Alcohol Abuse and Traumatic Brain Injury" (Gregory Jones); "Alcohol Abuse and Persons Who Are Blind: Treatment Considerations" (Michael Nelipovich and Elmer Buss); "Treatment of Alcohol Abuse in Persons with Recent Spinal Cord Injuries" (Allen Heinemann et al.); "Intervention with Visually Impaired Children of Alcoholics" (Christine Saulnier); "Double Trouble: Alcohol and Other Drug Use among Orthopedically Impaired College Students" (Dennis Moore and Harvey Siegal); "Arthritic Disease and Alcohol Abuse" (David Nashel); "Epilepsy, Seizures, and Alcohol" (Michael Stoil); "Alcohol and Other Drug Abuse by the Physically Impaired: A Challenge for Rehabilitation Educators" (Bobby Greer); "Epidemiologic Bulletin No. 21: Alcohol-Related Morbidity among the Disabled: The Medicare Experience 1985" (Mary Dufour et al.); "Highlights from the 1987 National Drug and Alcoholism Treatment Unit Survey (NDATUS)" (Joan Harris and James Colliver); and "A New Agenda for Alcohol Research: The Institute of Medicine Reports on Causes and Consequences--A Summary." (JDD)

ED 313 842 EC 221 708

Schirmer, Barbara R.
Language and Cognitive Development of Deaf and Hearing Twin Sisters.
PUB DATE- Jul 89

NOTE- 19p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Development; Comparative Analysis; *Deafness; *Hearing Impairments; Interaction; *Language Acquisition; Play; Preschool Education; *Twins

In this case study, the language and cognitive development of a 4-year 5-month old profoundly deaf girl and her normally hearing identical twin sister were investigated by videotaping the twins in their home interacting with each other, the investigator, and family members. Materials used with the children were designed to elicit spontaneous, representative, expressive language and encourage imaginative play. A language sample of 100 utterances from each child was analyzed along dimensions of syntax, semantics and use. Interaction patterns were analyzed using a description of five dialogue patterns observed between twins and a behavioral observation plan for interpreting these dialogues. Imaginative play was analyzed as a measure of cognitive development. The pattern of differences in their language and imaginative play levels provide limited evidence that language and imaginative play are interrelated reflections of one developing cognitive system. (Author/PB)

ED 313 884 EC 222 005

Valdivieso, Carol; And Others
A Parent's Guide to Accessing Programs for Infants, Toddlers, and Preschoolers with Handicaps.
Interstate Research Associates, Inc., Rosslyn, VA.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 31p.
GRANT- G0087C3051
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Adopted Children; *At Risk Persons; Definitions; *Disabilities; Educational Legislation; Federal Legislation; Federal Programs; Foster Children; Infants; Information Seeking; *Intervention; *Legal Responsibility; Organizations (Groups); Parent Responsibility; Preschool Education; Rural Areas; *Special Education
IDENTIFIERS- Education for All Handicapped Children Act; Education of the Handicapped Act Amendments 1986

The guide is intended to help parents of young children with special needs identify early intervention services (for children birth through age 2) and special education services (for children ages 3 through 5). Part 1 answers typical questions of parents of infants including: What should I do if I think my child has special needs? What are early intervention services? Who do I contact first for help? What is an assessment? Who pays for the assessment? How can I find out more about special education laws? Part 2 answers similar questions of parents of preschoolers with handicaps: What should I do if I think my preschool child needs special education? Will I have to pay for the assessment or for services? Are there any parent groups in my area? Part 3 provides answers to similar questions about programs and services for rural, adoptive/foster, and military families and their young children with handicaps. Next, a glossary defines about 50 special education terms. Also included are a sample record-keeping worksheet, information on the Education for All Handicapped Children Act and the Education of the Handicapped Act Amendments of 1986, a listing of federally funded parent programs, and an annotated bibliography of 12 recommended readings. (DB)

ED 313 500 CE 052 185

Owens, Thomas; And Others
Entry-Level Worker Study: Phase 1 Report. Program Report.
Northwest Policy Center, Seattle, WA.; Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Dec 88
NOTE- 72p.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Educational Improvement; Employee Attitudes; *Employment Practices; Employment Qualifications; *Entry Workers; *Job Performance; *Job Skills; Job Training; Outcomes of Education; *Personnel Evaluation; *Vocational Followup

A study examined innovative workplace practices in companies that employ significant numbers of entry-level workers. Findings were based on a series of personal interviews with human resource directors in 58 companies in the Northwest and the Pacific. Asked about the quality of current entry-level workers, employers reported that a disturbing number of these workers lack adequate reading, writing, mathematics, and communication skills. Other areas of concern included critical thinking and problem-solving skills, ability to work in groups and on teams, employee motivation, attitude, and flexibility. Activities undertaken by employers to support entry-level workers and help them improve their performance as needed were identified. Promising practices used by responding businesses were reported in 10 areas: employee involvement; child care; family and community concerns; recruiting; training; supervision; motivation; the new basics; business/education partnerships; and handicapped and special needs employees. Implications of the study's findings for consideration by those responsible for providing education and training were also identified. Ten areas were cited: new skills, peer influence, common purpose, expanded learning opportunities, involvement, accountability, cross-training, special training, career paths, and business partnerships. (Appendixes include 16 references, a list of interviewees, interview questions, and summary of responses.) (YLB)

ED 313 513 CE 053 632

Richardson, Emily M.
V-TECS Guide for Records Management.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 89
NOTE- 331p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Clerical Occupations; Competence; *Competency Based Education; Data Collection; Educational Resources; Equipment; Evaluation Methods; Information Storage; Learning Activities; Office Occupations Education; *Recordkeeping; *Records (Forms); *Records Management; Reprography; Secondary Education; Standards; State Curriculum Guides; Student Evaluation; Teaching Methods
IDENTIFIERS- South Carolina

This South Carolina guide was developed to provide a method for teaching the art of learning while teaching the subject matter of records management. The guide addresses the three domains of learning: psychomotor, cognitive, and affective. It is organized into 10 content units: records management--general; records organization and evaluation procedures; active records; inactive records; vital records; micrographics; forms control; correspondence control; reports control; and reprographics. For each performance objective in the units, the guide provides job-relevant tasks, performance standards and conditions, enabling objectives, resources, teaching activities, evaluation standards, criterion-referenced measures, and checklists for rating performance. Appendixes include (1) an outline of duties, tasks, and performance objectives; (2) definitions of terms; (3) an equipment and tools list; and (4) a 24-item bibliography. (KC)

ED 313 526 CE 053 713

Gnaedinger, John P.
Chicago Careers for Youth. An Idea Whose Time Has Come.
STS Consultants, Ltd., Northbrook, IL.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- Mar 89
NOTE- 68p.; For a related document, see ED 280 956.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; *Career Education; Career Exploration; Curriculum Development; Elementary Secondary Education; *Magnet Schools; *Occupational Clusters; *Program Development; *Role Models
IDENTIFIERS- *Chicago Careers for Youth

The Chicago Careers for Youth Program facilitates visits by persons working in various career clusters to classrooms to explain their jobs and the qualifications for them. The visitors serve as role models for the youth with whom they interact. The program is based on 16 career clusters that were defined by several hundred persons with careers in the clusters. Videotapes, wall charts, and booklets for each cluster were produced under contract with the state of Illinois. However, the essence of the program is appearances and presentations of the role models to the students. The school-based activity is planned in three phases: (1) career awareness--in sixth and seventh grade, students are visited by role models from eight of the clusters each year, and teachers use follow-up instructional materials; (2) career exploration--before eighth grade, students select the cluster of greatest interest to them, attend a half-day program introducing the cluster, and hear presentations from high schools about their programs and facilities; and (3) career development--three to nine high schools focus on one or more occupational clusters, present a related curriculum, and support networking with business contacts; students choose one of the high schools based on the cluster of their choice. The program is expected to be implemented in sixth through eighth grades in Chicago schools in the next 2 years, and later in the high schools. (The document includes a description of the program, a graphic depiction of the chronology of activities, and 4-year program charts for the 16 career clusters.) (KC)

ED 313 566 CE 053 847

Adelman, Nancy E.
International Seminar on the Effects of Structural Change on Employment and Education and Training in the Service Sector (District of Columbia, June 14-15, 1989). A Summary.
Bureau of International Labor Affairs (DOL), Washington, D.C.; Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
PUB DATE- Aug 89
NOTE- 25p.
CONTRACT- B9K93821
GRANT- E-9-M-7-0112
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Demography; *Economic Change; Employment Level; *Employment Projections; *Employment Qualifications; Foreign Countries; *Job Training; *Labor Market; Policy Formation; Postsecondary Education; Public Policy; Secondary Education; *Service Occupations; Structural Unemployment

This document is a thematically organized summary of the proceedings of a seminar that included presentations and reactions to presentations by a field of international researchers on the effects of worldwide structural change on employment, education, and training in the service sector. The papers presented are part of a 10-country study of labor market adjustment and the service sector that is being conducted by the Organisation for Economic Cooperation and Development's Centre for Educational Research and Innovation. The research findings presented in the seminar sessions address the following issues: (1) changing demographic profiles characterized by fewer youth and an aging work force; (2) rising minimum competency thresholds for many jobs, with the attendant danger of a polarized labor force of highly skilled and unskilled workers if effective education and training programs cannot be developed to bridge the gap; and (3) rapid internationalization of economic and labor forces resulting in international skill markets. A list of participants and their countries is included in the document. (KC)

ED 313 593 CG 022 111

Dielman, T. E.; And Others

Adolescent Attitudes and Prevention Strategies.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

PUB DATE- Nov 88

NOTE- 22p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).

GRANT- AA06324

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Alcohol Abuse; Grade 5; Grade 6; Intermediate Grades; *Peer Influence; *Preadolescents; *Prevention; *Student Attitudes

An alcohol misuse prevention study (AMPS) curriculum was developed, implemented, and evaluated with over 5,000 fifth and sixth grade students. The AMPS program, emphasizing peer resistance skills, focused on the immediate effects of alcohol, risks of alcohol misuse, and social pressures to misuse alcohol. Schools were randomly assigned to curriculum, curriculum plus booster, or control groups with one-half of each group pretested and all posttested. Measures focused on alcohol use and misuse, susceptibility to peer pressure, tolerance of deviance, pretest drinking status, prior supervised versus unsupervised drinking, parental drinking, and health locus of control. Results for 791 fifth graders and 714 sixth graders who were pretested and present at all testing occasions revealed that, at the 26-month follow-up, the hypothesized treatment by occasion interaction effect on alcohol use and misuse scores was not significant. Addition of a third factor to analyze the data by various subgroups resulted in significant three-way interactions. Both the treatment and control students with little prior exposure to alcohol use showed relatively small increases in alcohol use and misuse which resulted in no significant differences between these groups at the final posttest, while control students with more prior exposure to alcohol use showed more rapid increases in alcohol use and misuse than did their treatment group counterparts. Nineteen references and seven tables are attached. (Author/NB)

ED 313 607 CG 022 127

George, Shirley A.; Bennett, Gerald
Homelessness in Augusta, Georgia. Preliminary Report.
Georgia Medical Coll., Augusta. School of Nursing.
PUB DATE- May 89
NOTE- 59p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, May 13-17, 1988). Research sponsored by the City of Augusta.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age Differences; Demography; *Homeless People; *Income; *Individual Characteristics; Marital Status; *Mental Health; Racial Differences; Sex Differences; *Substance Abuse; *Unemployment
IDENTIFIERS- *Georgia (Augusta); Key Informant Approach

Two studies examined homelessness in Augusta, Georgia. The Key Informant Survey, conducted in 1987, involved interviewing individuals (N=42) knowledgeable about homeless people in the community. In the Shelter and Street Surveys of homeless people, conducted in March (N=51) and July (N=71) of 1988, homeless subjects were interviewed concerning demographics; history of housing and homelessness; family and friendships; employment, income, and other financial assistance; perceptions of shelter services in Augusta; history of treatment for addiction and mental illness; general health status and access to health care; and experiences with the criminal justice system. The findings revealed that the homeless subjects were predominantly male and unmarried. There were nearly twice as many homeless persons in shelters and on the street during July as during March. It appears that the street population of homeless increases significantly during the summer. This population was found to be extremely poor with many reporting lengthy periods of unemployment and homelessness. A substantial proportion of Augusta's homeless reported experience with treatment in substance abuse and/or psychiatric settings. (Survey instruments are appended. Further study will hope to include additional findings in the areas of general health status, access to health care, mental health status, perception of shelter services, social networks, and experiences with the criminal justice system.) (NB)

ED 313 621 CG 022 144

Savickas, Mark L.
Career Interventions That Create Hope.
PUB DATE- Jan 90
NOTE- 20p.; Paper presented at the Annual Meeting of the National Career Development Association (Scottsdale, AZ, January 11-13, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *Counseling Theories; *Intervention; *Time Perspective
IDENTIFIERS- *Hope

Temporal experience structures how people conceptualize their careers and enact vocational behavior. Optimal career success and satisfaction follow from an experience of time characterized by an orientation to a future that is densely populated with events clearly connected to present behavior. Career interventions may empower individuals by facilitating the temporal perspective, differentiation, and integration that sustain occupational achievement and career satisfaction. These interventions create hope when they make the future important, cause the future to seem real, and construct pathways that lead from the present to goal attainment. A hopeful temporal experience prompts the self-conscious awareness of a subjective career and engenders the planful attitudes and planning competencies that are critical to career decision making and adjustment. Teaching individuals to have a subjective career helps to shape their perspective on time, differentiate time into meaningful units, and connect events along a time continuum. The planful attitudes and planning skills that result from these interventions may generalize to empower individuals in other life roles. (Author/ABL)

ED 313 650 CG 022 174

Marx, Eva; DeJong, William

An Invitation to Project DARE: Drug Abuse Resistance Education. Program Brief.

Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- Jun 88
NOTE- 18p.
CONTRACT- 87-SD-CX-K041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Drug Abuse; Elementary Education; *Elementary School Students; Peer Influence; *Police; *Prevention; Smoking; Substance Abuse
IDENTIFIERS- *Project DARE

Project DARE (Drug Abuse Resistance Education) is a substance use prevention education program designed to equip elementary school children with skills for resisting peer pressure to experiment with tobacco, drugs, and alcohol. This unique program, which was developed in 1983 as a cooperative effort by the Los Angeles Police Department and the Los Angeles Unified School District, uses uniformed law enforcement officers to teach a formal curriculum to students in a classroom setting. Project DARE gives special attention to fifth and sixth grades to prepare students for entry into junior high and high school, where they are most likely to encounter pressures to use drugs. DARE lessons focus on four major areas: providing accurate information about tobacco, alcohol, and drugs; teaching students decision-making skills; showing students how to resist peer pressure; and giving students ideas for alternatives to drug use. Noteworthy features of the program are the following: (1) DARE targets elementary school children; (2) DARE offers a highly structured, intensive curriculum developed by health education specialists; (3) DARE uses uniformed law enforcement officers to conduct the class; and (4) DARE represents a long-term solution to a problem that has developed over many years. (ABL)

Kegley, Peggy Ann
Easy Reader Books: A Viable Supplement to Today's Basals?
PUB DATE- Dec 89
NOTE- 145p.; M.A. Thesis, Kean College. Handwritten pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Beginning Reading; Primary Education; Reading Research; Sight Vocabulary; *Supplementary Reading Materials; Word Lists
IDENTIFIERS- *Easy Reading Books; *Trade Books

A study investigated whether trade books labeled "easy reader" consistently conform to specific sight word lists and to what degree the vocabulary in those books matches that in K-2 basals. Ten "easy reader" books were chosen at random from each of three publishers. Three popular sight word lists were matched separately to every one of the words in the 30 trade books and the vocabulary in the books was compared to the vocabulary in three K-2 basals. Results indicated that most words found in the sight word lists were consistently represented in the trade books and that the vocabulary in all three basals have a high correlation to the vocabulary in the "easy reader" books. (Six tables of data are included; 15 references; a list of the trade books investigated, word lists, and extensive appendixes of raw data are attached.) (RS)

ED 313 693 CS 009 890

Miller, J. Kenneth; Milligan, Jerry L.

A Comparison of the Whole Language Approach with a Basal Reader Approach on the Decoding and Comprehending Ability of Beginning Readers.

PUB DATE- Jul 89
NOTE- 7p.; Paper presented at the European Conference on Reading (6th, Berlin, West Germany, July 31-August 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Beginning Reading; Comparative Analysis; Decoding (Reading); Grade 1; Phonics; Primary Education; Reading Comprehension; Reading Research
IDENTIFIERS- Scott Foresman Basal Series; *Whole Language Approach

A study examined whether children learn phonic decoding skills by reading without direct phonic instruction; compared the effects of a whole language first grade reading program with the effects of a traditional basal reading program; and determined whether there was a difference in decoding and comprehending abilities across levels of ability. Subjects, an experimental group of 33 low socioeconomic first grade students in two classrooms who completed the year-long program and a control group of 33 low socioeconomic students in two other elementary schools matched by sex and reading readiness, completed a Nonsense Word Test to assess decoding ability and a Deletion test to assess their ability to comprehend increasingly more difficult prose. The control group used the Scott Foresman Basal Series. Testing occurred upon completion of the school year. Comparison of the test results indicated that: (1) students in the whole language classrooms scored as well in decoding ability as those students who received direct phonics instruction; (2) as a group, students in the whole language classrooms scored higher on the Deletion Test than the control group (indicating greater comprehension of increasingly difficult prose); although (3) subjects scoring in the middle and lowest on a reading readiness test accounted for much of the difference in the overall difference in the mean scores on the Deletion Test. Findings suggest support for the whole language approach. (RS)

ED 313 725 CS 506 915

Gouran, Dennis S.
Academic Freedom and the Management of Higher Education: An Administrative Perspective.
PUB DATE- 19 Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; *Administrative Policy; College Environment; Educational Administration; Faculty College Relationship; Freedom of Speech; Higher Education; Intellectual Freedom; Professional Autonomy

Academic freedom may be defined as the right to do that which a faculty member finds appropriate to scholarly inquiry and instruction, so long as it is not legally proscribed, does not constitute an explicit violation of institutional policy or a prior agreement to perform designated responsibilities and observe specified standards of conduct, and can be defended as having demonstrable educational significance. Academic freedom represents an important social and educational value. Despite the fact that it poses certain difficulties for those holding administrative positions, it is an aspect of educational life that is worthy of preservation. The price of academic freedom is contending with the threats to its existence (mainly but not exclusively from external sources) and the consequences of its exercise (especially in such areas as reasonableness of instructors' standards, grading practices, and relevance of course content and scholarship). In light of all that the presence of academic freedom has contributed to the good of education, that price is very small indeed. (RS)

ED 313 756 CS 506 969

Hinck, Shelly Schaefer; Nakanishi, Masayuki
A Preliminary Investigation of Communication Competence: As a Systemic Construct.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Standards; Communication Research; *Communication Skills; Competence; Likert Scales; Models; Multiple Regression Analysis; *Speech Communication
IDENTIFIERS- *Communication Behavior; *Communication Competencies; Communication Context; Conversation

A study was conducted which partially tested the validity of assumptions of the Coordinated Management of Meaning (CMM) based model of communication competence. Two research questions were explored: (1) how well can a CMM-based model predict an individual's perceived communication competence in a given context? and (2) how is an individual perceived when he or she exhibits varied degrees of communication competence in a given context? One hundred eighty-four undergraduate volunteers from a large midwestern university and two large Southern California universities participated as subjects in the study. Booklets consisting of one of three dialogues, the 20 Likert scales, and three open-ended questions were randomly distributed to the subjects. Each subject was instructed to read the conversation between the two individuals and then answer the questions concerning their behavior. The study generated four findings which may have important implications for future investigations in this area: (1) communication competence should be viewed as a relational construct; (2) communication competence should be looked upon as a systematic construct; (3) there may be various levels of communication competence; and (4) since communication should be examined in relation to the communication patterns developed by at least two individuals, each interaction is unique and each dyad may set their own standards of competent communicators. The results strongly suggest that communication competence entails more than just knowledge, skills, or normative behavior. (Three tables of data are included, and 14 references are attached.) (MG)

ED 313 770 EA 021 354

Berman, Paul; And Others
The Hawaii Plan: Educational Excellence for the Pacific Era. Recommendations to the Hawaii Business Roundtable. Summary, R/113-1.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- Hawaii Business Roundtable, Honolulu.
PUB DATE- 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Change Strategies; *Curriculum Development; Early Childhood Education; *Educational Administration; Educational Change; *Educational Quality; Elementary Secondary Education; State Surveys; *Teaching (Occupation)
IDENTIFIERS- *Educational Restructuring; *Hawaii

A systematic vision is offered of what Hawaii education might be, and a plan that suggests how to get there is presented. The plan calls for a substantial financial investment and a commitment to a long-run program to achieve excellence. Quantitative data were collected by a survey of knowledgeable people who were asked to describe strengths and weaknesses of the public school system and to give ideas for improvement. Almost 2,000 officials, educators, and people of Hawaii responded. A broad discussion ensues, in light of these responses, of student performance in the current system and the need for major reforms in light of the challenges of the 21st century. An overview of recommendations is introduced, followed by a more detailed presentation of each reform. It is suggested to: (1) institute universal early childhood education; (2) reorganize K-12 governance and management; (3) modernize curriculum and instruction; (4) strengthen the teaching and administrative professions; and (5) renew secondary schools. The booklet closes with a summary of a transition plan and overall costs for implementing these recommendations. (SI)

ED 313 857 EC 221 724

Fuchs, Douglas; And Others
Achieving Responsible Reintegration of Behaviorally Disordered Students.
George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.
PUB DATE- 89
NOTE- 36p.; Portions of this article were presented at the Annual Meeting of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
GRANT- G008730082-88
AVAILABLE FROM- Douglas Fuchs, Department of Special Education, Box 328, George Peabody College, Vanderbilt University, Nashville, TN 37203.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; Behavior Modification; Behavior Problems; Elementary Education; *Intervention; *Mainstreaming; Normalization (Handicapped); Special Classes; Special Schools; *Student Placement; *Transfer of Training; *Transitional Programs

The paper describes a case-by-case reintegrating strategy for transfer of special education students to less restrictive environments (RLE) stressing "transenvironmental programming" (TP), student-directed interventions, and collaborative consultation. Implementation involved 10 experimental subjects and 10 controls who were elementary grade children with behavior disorders originally enrolled in a special school. Transenvironmental programming focuses on acquisition of skills deemed critical for success, and the transfer of these skills from "training" to "target" environments. TP comprises four phases: environmental assessment, intervention and preparation, promoting transfer across settings, and evaluation in the target environment. Each experimental and control student's most disturbing behavior was identified and an intervention was implemented, involving a teacher-student contract and monitoring either through interval recording or product inspection. Implementation of the TP process required 10 weeks at the special school and 8 weeks in the LRE school. Meetings with LRE and special school teachers set goals for student behavior, and repeated data collection during intervention led to consideration of the student's transfer to the LRE. Postentry intervention involved two final data collections, an individualized education program meeting, classroom observations, teacher ratings, and student-teacher interviews. All 10 of the experimental students but only five of the control students exited the special school for a less restrictive environment (either mainstream or special class in a regular school). (DB)

ED 313 870   EC 221 739

Forest, Marsha, Ed.
More Education/Integration. A Further Collection of Readings on the Integration of Children with Mental Handicaps into Regular School Systems.
G. Allen Roeher Inst., Toronto (Ontario).
REPORT NO.- ISBN-0-920121-30-6
PUB DATE- 87
NOTE- 182p.
AVAILABLE FROM- Fitzhenry and Whiteside, 195 Allstate Parkway, Markham, Ontario, Canada L3R 4T8 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Demonstration Programs; *Educational Practices; Elementary Secondary Education; Foreign Countries; *Mainstreaming; *Mental Retardation; Normalization (Handicapped); Regular and Special Education Relationship; Social Integration; Social Support Groups; *Student Placement
IDENTIFIERS- *Canada

This collection of readings contains discussions of current professional debates on the issue of integrating students with disabilities, as well as stories of children's and families' experiences with integration and segregation, descriptions of Canadian school districts that have created model integration programs, and essays about new ways of planning for students. Titles and authors of selected papers include: "A Crime against Childhood--Uniform Curriculum at a Uniform Rate: Mainstreaming Re-examined and Redefined" (Donald Little); "Integration: Being Realistic Isn't Realistic" (Norman Kunc); "With a Little Help from My Friends: The Integration Facilitator at Work" (Annmarie Ruttimann and Marsha Forest); "One System, One Purpose: The Integration of Special and Regular Education" (William Stainback and Susan Stainback); "Keys to Integration: Common Sense Ideas and Hard Work" (Marsha Forest); and "A Two-Way Street: Integration through Peer Support" (Aleda O'Connor). Several articles describe integration in particular regions or school districts in Canada, focusing on Edmonton, Alberta; Mississauga, Ontario; New Brunswick; Northwest Territories; Hamilton-Wentworth, Ontario; and Waterloo, Ontario. Two articles describe the development of support circles to assist in the integration of students with disabilities: "The Circle: Making a Dream Come True" (Annmarie Ruttimann Hoskins) and "Circles" (Judith Snow and Marsha Forest.) (JDD)

ED 313 539 CE 053 741

Norwood, Dianne
ABE/GED Instruction of High School Dropouts. "353" Special Demonstration Project.
Lawrence County Adult Education, Moulton, AL.
SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; Dropouts; High Schools; Potential Dropouts; Reentry Students; School Holding Power; *Student Alienation; *Student Recruitment; *Withdrawal (Education)
IDENTIFIERS- *Alabama (Lawrence County)

One hundred individuals who dropped out of high school in Lawrence County, Alabama, during the 1986-87 school year were studied in order to help formulate ways schools could prevent students from dropping out and ideas on how to create advertising about available adult education to which such dropouts would be receptive. A former in-home adult education teacher conducted interviews with teachers, guidance counselors, parents, and students for 4 months. The following results were reported for the 100 dropouts: (1) 26 said they dropped out because they were pregnant; (2) 16 said they dropped out because they lost interest in school; (3) 15 were children of divorced or separated parents; (4) 12 said they had a bad home situation that included such problems as drug or alcohol abuse and incest; (5) 7 said they dropped out to get married; (6) 7 moved or transferred to another school; (7) 6 said they dropped out after getting suspended and/or expelled; (8) 5 returned to classes and got their General Educational Development certificate; (9) 4 got jobs; and (10) 2 were enrolled in GED classes at the time of the interviews. It was concluded that dropouts are not interested in returning to class the first year after leaving school so that it may be pointless to advertise adult education to them until they become mature enough to realize the value of furthering their education. Dropout prevention in the form of sex education that begins at a preteen age level and more time for students to talk about home and school problems with counselors were recommended. (CML)

ED 313 552 CE 053 808

Simutis, Zita M.; And Others
ARI Research in Basic Skills Education: An Overview. Research Report 1486.
Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Jul 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Basic Skills; Curriculum Development; Diffusion (Communication); *Educational Technology; Learning Strategies; *Military Personnel; *Military Training; Program Evaluation; Technology Transfer
IDENTIFIERS- *Army

This document provides an overview of U.S. Army Research Institute (ARI) research, development, evaluation, and curriculum development activities in Army basic skills education from 1980 to 1988. It summarizes the results and products in educational program evaluation, curriculum development, incorporation of learning strategies in educational programs, application of technology to education, and dissemination of research findings. The research and development was aimed at evaluating the Army basic skills program, applying adult basic skills methodologies, disseminating education research findings, and exploring the value of the use of technology in Army education. The following findings were reported: (1) there is less attrition among soldiers who participate in Army basic skills training and they tend to reenlist more often that comparable soldiers who do not participate; (2) computer and videodisc technology can serve as effective delivery systems for education and training; (3) dissemination of research findings to individuals associated with Army education was found to be useful and timely; (4) under some conditions, significant improvements in learning resulted from training in learning strategies; and (5) curriculum development resulted in standardized Army-owned materials that are relevant to soldiers' military duties. (The document contains a 27-item bibliography.) (CML)

ED 313 580 CE 053 869

Seltzer, Michael; And Others
Maximizing Resources Workbook.
Interorganizational Relationships Ltd., Altamont, NY.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- 88
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; *Donors; Educational Finance; Endowment Funds; Financial Support; *Fund Raising; Guidelines; *Institutional Advancement; Postsecondary Education; Private Financial Support; Program Development; *Program Proposals; *Proposal Writing; Transparencies; Workshops

This workbook was developed to assist adult educators in creating a fundraising plan, identifying funding sources, and developing techniques to receive funding from a variety of sources. Its materials are taken from a 2-day workshop given for persons involved in fundraising for nonprofit groups, especially adult education groups. The workbook is organized in three sections. The first section focuses on the world of money, including philanthropy, sources of funding, and what induces people to be generous. The second section, which makes up most of the guide, outlines 10 phases of a fundraising plan. These phases include (1) taking stock of strengths and weaknesses; (2) choosing funding partners; (3) setting fundraising goals; (4) developing a strategy to secure support from individuals; (5) developing a strategy to secure support from institutions; (6) making the case; (7) preparing the final fundraising plan; (8) making the approach; (9) building the relationship with supporters; and (10) monitoring and evaluating fundraising efforts. The final section emphasizes selling the program. The workbook provides worksheets, examples, and transparency masters. (KC)

ED 313 742 CS 506 947

Corder, Lloyd E.

Survey Report of Presentation Skills Training in "Fortune 500" Industrial Companies.

PUB DATE- 89

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Business Communication; Communication Skills; Group Dynamics; *Interpersonal Communication; Occupational Surveys; *Professional Training; Public Speaking; Skill Development; *Training Methods; *Training Objectives

IDENTIFIERS- *Fortune 500

A study surveyed current presentation skills training practices of "Fortune 500" industrial companies. Each company's chief executive officer was sent a cover letter explaining the study and a copy of the survey. Data were obtained from 154 respondents (for a 36% response rate). Results indicated the importance of presentation skills to job performance, and a majority of the companies (82%) provide some kind of presentation skills training. Findings suggest that most training courses are short, specific, and drill oriented, and that they are evaluated in some way at the conclusion of the training. (Seventeen tables of data are included.) (KEH)

ED 313 843 EC 221 709

Craig, Helen B.; Gordon, Harold W.

Specialized Cognitive Function among Deaf Individuals: Implications for Instruction.

PUB DATE- Jul 89
NOTE- 24p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Cognitive Measurement; Comparative Analysis; *Deafness; *Hearing Impairments; Higher Education; Language Processing; Serial Ordering; Spatial Ability;

Visualization

This paper explores the preliminary results of an ongoing 3-year study of cognitive function and cognitive education among hearing-impaired persons (n=200) and considers these results in the context of previous studies. Cognitive task performance among the deaf was below average for the verbal and sequential skills associated with the left hemisphere, but more importantly, performance was above average for visual and spatial skills associated with the right hemisphere. Reading and mathematics achievement directly correlated with this cognitive profile, especially with verbosequential performance. (Author/PB)

ED 313 567 CE 053 848

Turner, John E.

A Perspective on Marketing Teacher Education.

Marketing Education Association, Reston, VA.

PUB DATE- 90

NOTE- 40p.; Publication costs were provided by the Marketing Education Student Association.

AVAILABLE FROM- Marketing Education Association, 1908 Association Drive, Reston, VA 22091 ($10.00; quantity discounts: 10-25, 15%; 26-100, 25%; 101-250, 35%; 251 or more, 40%).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Articulation (Education); *Business Education; *Distributive Education; *Educational Administration; Educational Cooperation; Educational Philosophy; *Educational Policy; Education Courses; Higher Education; *Marketing; Secondary Education; *Teacher Education; Teacher Education Curriculum; Teacher Education Programs

This document presents a model for program planning and decision making for teacher education in marketing and discusses teacher education policy in the context of the model. The first section explains the document's background and perspective. The second section places marketing teacher education in the context of a larger marketing education program at the university level. The third section explains the model, the components of which are: (1) the philosophy and mission of marketing teacher education; (2) role objectives (for the educated person, classroom instructor, curriculum planner and instructional planner, coordinator of cooperative program, youth organizer, consultant or trainer, and program planning and management); (3) ingredient mix (prerequisites, general studies, discipline content, pedagogy and andragogy, occupational experience, and education field experience); (4) environmental screens (university structure and politics, external political and legislative mandates, job market, client availability, state certification requirements, professional standing for marketing technical education, and psychology of education); (5) program level (master's degree program, fifth-year add-on program, and baccalaureate program); (6) the educated person and teacher; and (7) secondary school marketing programs. The section also contains a table listing basic tenets for change in secondary marketing education and another table listing tenets for change in marketing teacher education. The document concludes with a 17-item bibliography. (CML)

McCormick, Sandra, Ed.; Zutell, Jerry, Ed.
Cognitive and Social Perspectives for Literacy Research and Instruction. Thirty-Eighth Yearbook of the National Reading Conference.
National Reading Conference, Inc.
PUB DATE- 89
NOTE- 546p.; Proceedings of the Annual Meeting of the National Reading Conference (38th, Tucson, AZ, November 29-December 3, 1988).
AVAILABLE FROM- National Reading Conference, Inc., 11 E. Hubbard St., Suite 200, Chicago, IL 60611 ($45.00).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Content Area Reading; Elementary Secondary Education; *Literacy; Reading Achievement; *Reading Comprehension; *Reading Research; *Reading Writing Relationship; Teaching Methods; *Vocabulary
IDENTIFIERS- *Emergent Literacy; Text Factors

This yearbook contains 59 selected articles from the National Reading Conference for 1988 which represent a diversity of topics explored through a variety of research paradigms designed to increase understanding of the critical issues of language and literacy. Included in the collection are "Political and Economic Dimensions of Literacy: Challenges for the 1990s" (M. T. Smith-Burke); "The Social Organization of Literacy Instruction" (R. Barr); "Designing Invitations to Thinking: Some Initial Thoughts" (J. Bransford and others); "Awareness of Text Structure: The Question of Transfer from L1 to L2 (Student Research Award)" (S. A. Hague); "Preschoolers' Use of Metacognitive Knowledge and Strategies in Self-Selected Literacy Events" (D. W. Rowe); "Preschoolers' Conceptions of Literacy as Reflected in Their Spontaneous Play" (S. B. Neuman and K. Roskos); "Factors Associated with Long-Term Reading Achievement of Early Readers" (J. J. Pikulski and A. W. Tobin); "A Structural Approach to Decoding and Spelling" (M. K. Henry and others); "Defining Is an Unnatural Act: A Study of Written Definitions" (C. L. Z. Blachowicz and P. J. L. Fisher); "Task Variations and Prior Knowledge in Learning Word Meanings from Context" (S. A. Stahl); "The Vocabulary of Cultural Literacy in Newspaper of Substance" (J. Willinsky); "When Prior Knowledge Doesn't Facilitate Text Comprehension: An Examination of Some of the Issues" (A. J. Pace and others); "Language as Resource for Mediating Comprehension" (E. I. Reyes and others); "A Critical Review of Reading in Mathematics Instruction: The Need for A New Synthesis" (M. Siegel and others); "Transfer Effects of Instructing Poor Readers to Recognize Expository Text Structure" (R. Weisberg and E. Balajthy); "Strategies for Reading Expository Prose" (T. A. Caron); "Prior Knowledge and Learning from Science Text: An Instructional Study" (J. A. Dole and E.L. Smith); "Considerate Text: Do We Practice What We Preach?" (J. S. Schumm and others); "The Qualitative Reading Inventory: Issues in the Development of a Reading Diagnostic Test" (L. Leslie and J. Caldwell); "What Does Maximum Oral Reading Rate Measure?" (R. P. Carver); "The Contribution of Silent Reading within the Social Context of Instruction" (I. Wilkinson); "The Evolution of Preservice Teachers' Knowledge Structures" (B. A. Hermann); "An Exploration of Text Reading and Reading Group Placement in Third-Grade Students" (D. E. DeFord); "Literature-Selection Strategies and Amount of Reading in Two Literacy Approaches" (K. Mervar and E. Hiebert); and "NRC and the Politics of Literacy" (R. Horowitz and others). (RS)

ED 313 677 CS 009 870

Venezky, Richard L., Ed.; And Others
Toward Defining Literacy.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-533-8
PUB DATE- 90
NOTE- 89p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 (Book No. 533; $4.50 member, $6.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Adult Education; Adult Learning; *Definitions; Educational Policy; *Literacy; Literacy Education; Public Policy
IDENTIFIERS- National Advisory Council on Adult Education; University of Pennsylvania

This collection of four papers (each with a response) given at a 1987 symposium focuses on a renewed consideration of literacy in America and its implications for national, state, and local policy. The papers include "Definitions of Literacy" (Richard L. Venezky); "Literacy for What Purpose?" (Larry Mikulecky); "Measuring Adult Literacy" (Irwin S. Kirsch); and "Policy Implications of Literacy Definitions" (Jeanne S. Chall). A concluding section summarizes the basic issues raised in the papers and gives an interpretation of the positions presented on each. (RS)

ED 313 786 EA 021 454

Hargreaves, Andy

Curriculum and Assessment Reform.

Ontario Inst. for Studies in Education, Toronto.

REPORT NO.- ISBN-0-7744-0334-9
PUB DATE- 89
NOTE- 192p.
AVAILABLE FROM- OISE Press, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 (Catalog No. 3012; $16.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Curriculum Development; *Educational Assessment; Educational Change; *Educational Quality; Elementary Secondary Education; Foreign Countries; Instructional Development; Instructional Improvement; *School Based Management; Socialism
IDENTIFIERS- Great Britain

Large-scale curriculum and assessment reform is neither a local peculiarity, nor a product of national political partisanship. It is a phenomenon of international dimensions. Divided into three sections and nine chapters, this book seeks to explain and interpret the nature, impact, and interrelatedness of recent important and far-reaching reforms. Part 1 outlines the rhetoric of school-centered innovation, a case study of the practice of school-centered innovation, the national curriculum policy and the culture of teaching, and teaching quality and educational change. Part 2 covers the crisis of curriculum and assessment; the case of achievement in assessment, motivation, and selection; assessment and surveillance; and the test of socialism in reforming educational assessment. Part 3, the conclusion, discusses curriculum and assessment reform. This book recognizes that there are strong possibilities--and serious limitations--in both school-centered and centralized patterns of change. Further, sketched within the closing chapters are the beginnings of a reform model that might permit redefinition of the hegemonic academic curriculum as a basis for enhanced teacher development and improved educational opportunity for young people. (381 references) (KM)

ED 313 885 EC 222 006

Individualized Education Programs.

Interstate Research Associates, Inc., Rosslyn, VA.; National Information Center for Handicapped Children and Youth, Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 88
NOTE- 17p.
GRANT- G0084C3500
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Compliance (Legal); Decision Making; *Disabilities; Due Process; *Educational Legislation; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; *Legal Responsibility; Meetings; Private Schools; Student Educational Objectives; Student Evaluation; *Student Placement
IDENTIFIERS- *Education for All Handicapped Children Act

The monograph interprets individualized education program (IEP) requirements of Part B of Public Law 94-142, the Education for All Handicapped Children Act. After introductory information outlining the purpose of the IEP and basic IEP requirements, a question and answer format of 60 questions provides specific details. Nine inserts highlight major requirements concerning the following aspects of the program: state educational responsibility; when individualized education programs must be in effect; meetings; participants in meetings; parent participation; content of IEP; private school placements; handicapped children in parochial or other private schools; and IEP accountability. Questions cover such topics as: responsibility for IEP development, out of state placements, permissible time delays before services are provided, eligibility determination, IEP annual reviews, IEP meetings, attendance of the handicapped child at an IEP meeting, use of a case manager, the role of a surrogate parent, obligations to inform parents of the right to appeal, requirement of goals and objectives in the IEP, changing short term instructional objectives, the IEP as a commitment to provide services, provision for vocational education, statement of the amount of services to be provided, possible consolidation of the IEP with an individualized service plan, provisions of confidentiality, the role of the private school representative. (DB)

ED 313 501 CE 053 527

Advertising and Sales Promotion Guide.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 89
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Competency Based Education; Display Aids; *Distributive Education; High Schools; *Marketing; *Merchandising; *Publicity; Salesmanship; *Sales Occupations; State Curriculum Guides
IDENTIFIERS- North Carolina

This document contains teacher materials for a 4-unit, 1-year marketing education course in advertising and sales promotion offered in grades 11 and 12 in North Carolina. The preface contains a rationale for the development of the course, a course description, course objectives, a list of the instructional units of the course, and a list of the sections contained in each unit. A separate statement, which describes promotion (i.e., activities intended to enable goods and services to appear favorable to customers) as a major function of marketing states that this guide's purpose is to provide high school students with the initial training for career areas such as display, advertising, and sales promotion. Fifty-six competency objectives are listed for the course. Subjects of the four instructional units are: overview of advertising and promotion; advertising and publicity; visual merchandising/display; and selling. Components of each unit are: (1) a table of contents for the unit; (2) the competency goal statement and competency objectives; (3) a content-teaching outline; (4) student activities; (5) evaluation measures; (6) keys to the test items; and (7) references. (CML)

ED 313 514 CE 053 637

Pough, Carmen R.
South Carolina Guide for Middle School Home Economics.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 89
NOTE- 666p.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; Career Education; Classroom Techniques; *Clothing Instruction; Competence; Competency Based Education; Consumer Economics; *Consumer Education; Educational Resources; *Family Life Education; Foods Instruction; *Home Economics; Home Economics Skills; Homemaking Skills; Junior High Schools; Learning Activities; Lesson Plans; Middle Schools; *Nutrition Instruction; *Self Actualization; State Curriculum Guides; Teaching Methods; Textiles Instruction
IDENTIFIERS- South Carolina

This guide was developed to assist administrators and teachers in planning and conducting an exploratory program in home economics at the middle-school level. Curriculum content and learning experiences were selected to meet the needs and characteristics of middle-school students. The guide provides a course description, list of course competencies, and a course outline. The competencies are developed through the presentation of six units: personal development; nutrition and food use; family life; consumer education; clothing and textiles; and career education. Each unit consists of a series of competencies; a conceptual structure outline; a chart showing performance objectives keyed to a performance guide; a list of learning experiences; and a list of instructional resources for each competency. Supplements for each unit vary according to unit topic, but may include bulletin board ideas; information sheets; student worksheets and activities; quizzes with answers; and transparency masters. A five-page bibliography lists textbooks, other print resources, transparencies, and films. (KC)

ED 313 608 CG 022 128

Inglehart, Marita; Brown, Donald R.

Social Support for Career Choices and Academic Achievement: An Empirical Investigation.

PUB DATE- Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; *Career Choice; Higher Education; *Medical Students; *Professional Development; *Social Support Groups

This study investigated the influence of social support on a person's career choice and its impact on later achievement, testing the hypotheses that social support that pressures a person into entering a given field will lead to lower achievement, and that social support that contributes to the person's development of a professional identity will result in higher achievement. Subjects were 1,156 medical students who entered medical school between 1976 and 1981. In the first year of this program, they answered questionnaires which dealt with their decision to choose medicine as a career. Sixteen items addressed the question of who had given them social support for entering the field. Career related academic achievement was measured with three indicators: scores on the National Board of Medical Examination I and II and the rating for clinical performance during hospital rotations. The findings from this 4-year panel study provides preliminary support for the hypotheses concerning social support. (Author/NB)

ED 313 622 CG 022 145

Savickas, Mark L.
Advances in the Use of Career Choice Process Measures.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Counselor Training; *Interest Inventories; *Research Needs; Test Validity
IDENTIFIERS- *Career Decision Scale; *Career Development Inventory; Career Maturity Inventory (Crites)

The growing number of career choice process instruments may have outstripped counselors' understanding of these increasingly sophisticated and complex measures. The differences among measures bearing similar titles is often confusing and has led some counselors to misapply or misinterpret them. The most important developments/advances in the Career Decison Scale (CDS), the Career Development Inventory (CDI) and the Career Maturity Inventory (CMI) were described in the book "Career Decision Making" (1988). There have been even more recent developments in these scales. The most important development relative to the use of the CDS concerns the differential diagnosis of undecided students. Each review of the CDS and many investigations of it have offered explicit suggestions for research to further develop the Indecision Scale. Developments for the CMI concern its increasing use in teaching decisional attitudes and competencies. At this time the most pressing need for the CIM-Attitude Scale is a literature review. The most important development relative to the use of the CDI concerns developmental counseling. The CDI needs criterion-related research to firmly establish its validity and nomological network. (ABL)

ED 313 623 CG 022 146

ED 313 636 CG 022 159

Hendryx, Michael; And Others

Parental Relationship and Adolescent Substance Use Risk: Hugs Not Drugs.

PUB DATE- 11 Aug 89

NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Grade 7; Junior High Schools; Marijuana; *Parent Child Relationship; *Predictor Variables; Smoking; *Substance Abuse

Many researchers have studied predictors of adolescent substance use. One important predictor of substance use is the quality of the parent-child relationship. Most studies address the parent-child relationship unidimensionally. This study hypothesized that it is not use of a particular substance that can be predicted from a poor parent-child relationship, but use of the most advanced substance that children are at risk to use at that developmental period. This study examined risk to use drugs, rather than actual drug use, as the outcome measure and explored the association between components of the parent-child relationship and risk for substance use 1 year later among nonusing young adolescents. Subjects were seventh graders and their participating parents, including 272 nonusers of tobacco and 437 nonusers of marijuana at the beginning of the study. Factor analysis identified the parental relationship and risk-to-use factors, which provided constructs for causal modeling. Analyses were conducted separately for tobacco and marijuana use. The parental relationship constructs did not predict later use of tobacco. One parental relationship construct, emotional closeness, predicted later risk to use marijuana. Emotional closeness with parents, including physical signs of affection, appeared to serve a role in preventing young adolescents from later marijuana use. (Author/ABL)

ED 313 651 CG 022 175

Directory of Academic Institutions and Organizations Offering Drug, Alcohol, and Employee Assistance Program Educational Resources.
National Inst. on Drug Abuse (DHHS/PHS), **Rockville, Md.**
REPORT NO.- DHHS(ADM)-88-1579
PUB DATE- 88
NOTE- 196p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; Colleges; *Counselor Training; *Drug Abuse; *Employee Assistance Programs; National Organizations; State Programs; Universities

This directory lists academic institutions, State offices of alcohol and drug abuse, and national organizations which offer drug, alcohol, and employee assistance program (EAP) educational resources. A matrix format is used. Entries include name, address, telephone number, and contact person. A dot appears directly under column headings which are relevant to each specific academic institution, State office, or national organization. There are five sets of column headings: (1) offering type, reflecting predominant topic of the courses, workshops or training sessions, either EAP or drug/alcohol abuse; (2) program type, including graduate degree, undergraduate degree, associate degree, continuing education credits, and institutes, workshops, and training sessions; (3) prerequisites, if any; (4) topic of offering, including these topic areas: prevention, assessment, intervention, treatment, addiction, program development, management, evaluation, policy, EAP, practicum, society, and others; and (5) special issues covered either separately or within one of the topic areas, concerning family, youth, women, men, driving while intoxicated, Acquired Immune Deficiency Syndrome, gay/lesbian, employee, criminal, minorities, and Children of Alcoholics. (ABL)

ED 313 694 CS 009 898

Rasinski, Timothy V.
Adult Readers' Sensitivity to Phrase Boundaries in Texts.
PUB DATE- Jul 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Directed Reading Activity; Higher Education; *Pattern Recognition; *Reading Ability; Reading Processes; Reading Rate; *Reading Strategies; Young Adults
IDENTIFIERS- *Phrasing; Reading Fluency; Text Factors

A study examined adult readers' phrasing ability to determine (1) if passage difficulty was a salient variable in readers' sensitivity to phrase boundaries in reading; (2) if phrase sensitivity was an issue of concern for young adult readers; and (3) if difficulties in phrasing were due to an overabundant or an inadequate sensitivity to phrase boundaries in texts. Data were obtained from 60 undergraduate college students, 30 of whom were identified as good readers and 30 of whom were enrolled in a reading skills course, by asking them to identify phrase boundaries in two texts varying in difficulty. Results revealed an interaction between reading ability and text difficulty. In the easier text, both good and poor readers performed at the same level. With the more difficult text, the performance of the poor readers remained at the same level as that of the easier text. Further analysis indicated that errors in phrasing were due more to a relative insensitivity, rather than too great a sensitivity, to phrase boundaries. Continued investigations into the development of readers' phrasing ability appear to be called for. (One figure and five tables of data are included; 27 references are attached.) (KEH)

ED 313 710 CS 212 172

Robards, Brooks
The Basic Media Writing Course.
PUB DATE- 21 Nov 89

NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Writing; Expository Writing; Freshman Composition; Higher Education; Journalism; *Mass Media; News Writing; Technical Writing; *Writing Instruction; Writing Skills
IDENTIFIERS- Media Writing; *Writing Contexts; Writing Functions; Writing Style

Basic media writing courses are integral to and will become an increasingly important part of communication programs as confusion over goals and lack of focus are clarified. Currently, media writing textbooks are designed for freshman composition, rhetoric, journalism, or mass communications courses. None do an adequate job surveying all types of media writing. A comparison between freshman composition and writing for mass media is a means to establish the focus for the latter. First, good writing comes in many styles and forms. Second, objectivity is central for media writing, while opinion and persuasion are keys in freshman composition. The uses of opinion in writing for the media are highly specialized. Third, rules of usage and formats change frequently in media writing as opposed to freshman composition, in which students often have deeply imbedded notions of what is or is not correct usage. Moreover, some specific concerns about the basic media writing course include the distinctions between print and broadcast media formats, the amount of material that warrants two semesters of work, the obligation to familiarize students with the technology involved in each of the media, and the dilemma of whether to use a foundations or a formats approach. (KEH)

ED 313 726   CS 506 919

Gruner, Charles R.
Audience Reaction to "Successful" and "Unsuccessful" Humor in Informative Discourse.
PUB DATE- 19 Nov 89
NOTE- 4p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Response; Auditory Stimuli; Comedy; Communication Research; Higher Education; *Humor; *Public Speaking
IDENTIFIERS- *Jokes

A study investigated whether positive response to humor in a speech would enhance audience evaluation of the speech/speaker. A short informative speech on "listening" which included nine relevant jokes was audio tape-recorded in two versions, one in which each joke was punctuated by laughter, and one in which a stony silence greeted each joke. Subjects, 89 university students, heard one of the speech versions and completed four semantic differential scales measuring the following speaker credibility factors: qualification (authoritativeness), safety (character), and dynamism. Subjects also completed a 7-step scale bounded by "good sense of humor" and "poor sense of humor." Results showed that the "successful" speaker received dependably higher ratings on qualification, safety, and dynamism; and that sense of humor ratings favored the successful humor speaker, though not by a statistically significant amount. The speaker in both conditions was rated below the average rating of 4, indicating perhaps that the opposite of "good sense of humor" is "NO sense of humor" rather than "poor sense of humor." (SR)

ED 313 771 EA 021 403

Educational Reforms. Bulletin of the UNESCO Principal Regional Office for Asia and the Pacific, Number 29.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- Dec 88
NOTE- 164p.
AVAILABLE FROM- Publications, UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Parkanong Post Office, Bangkok 10110, Thailand ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Policy; *Elementary Secondary Education; Foreign Countries; Higher Education; Teacher Education; Vocational Education
IDENTIFIERS- *Asia Pacific Region; *Educational Restructuring

Over the past four decades, countries in the Asia Pacific region have made in-depth reviews of educational policies that have led to reforms. The volume's first section gives an overview of experiences of countries in the region with respect to education policy review exercises and the formulation and implementation of educational policies and reforms. The second section is an account of the highlights of the comprehensive educational reforms in Bangladesh, China, India, Japan, and the Republic of Korea. The third section presents seven essays on special areas and issues in educational reform: (1) distance education in Thailand; (2) development and reform in teacher education; (3) reform in secondary education in Pakistan; (4) recent reforms in technical and vocational education; (5) education of the disadvantaged--problems and issues; (6) Asia-Pacific Programme of Education for All--a reform in mass education in Asia and the Pacific; and (7) higher education reform in India, Japan, and China. Section 4 is a bibliographical supplement containing 92 references, a list of previous issues, and recent publications. (SI)

ED 313 815 EA 021 524

Safe Schools: A Planning Guide for Action.
California State Dept. of Education, Sacramento.; California State Office of the Attorney General, Sacramento. Crime Prevention Center.
PUB DATE- 89
NOTE- 133p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Crime Prevention; *Educational Environment; *Educational Facilities Improvement; Elementary Secondary Education; Organizational Climate; School Organization; *School Safety; School Security; Student Subcultures

Every community in this nation wants safe, orderly school campuses, but we remain far from reaching that objective. Crime and safety issues continue to plague America's schools and to interfere with the education of our children. This document provides a framework for school improvement that specifically addresses crime and safety. Chapter 1, "The Safe School Challenge," presents legal, ethical, and educational rationales supporting the importance of safe school planning; a blending of goals for safe schools and effective schools provides the best basis for successful planning. Chapter 2, "The Safe School Model," outlines a safe school model consisting of four interacting components that each contribute to the overall school environment. Chapter 3, "Planning for Safe Schools," examines considerations in forming and motivating a broad-based committee along with the skills, methods, and steps needed to implement a comprehensive and collaborative planning process. Chapter 4, "Safe School Strategies and Actions," presents possible actions and strategies for prevention, intervention, and restructuring programs keyed to each of the four school environment components. The appendices, containing technical data for developing a safe school plan, include the "California State Board of Education's Policy on School Safety, Discipline, and Attendance"; sample questionnaires; checklists; planning forms; and 12 references. (KM)

ED 313 828 EC 221 344

Fitterman, L. Jeffrey
MacMouse. Developing Preschool Readiness Concepts and Skills with HyperCard and MacRecorder.
Hillsborough County Public Schools, Tampa, FL.
PUB DATE- 89
NOTE- 18p.; A product of the Florida Diagnostic and Learning Resources System.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Authoring Aids (Programing); Clothing Instruction; *Computer Assisted Instruction; *Courseware; *Disabilities; *Fundamental Concepts; *Human Body; Input Output Devices; Instructional Design; Lesson Plans; Preschool Education
IDENTIFIERS- Apple Macintosh; HyperCard; *MacMouse; MacRecorder

Through developments with the use of the "Apple Macintosh" computer, "HyperCard," and "MacRecorder," children in preschool handicapped programs are now capable of participating in appropriate computerized learning experiences. "HyperCard" allows educators to produce their own computerized instructional lessons with a software program that integrates text, graphics, and sound. "MacRecorder" is a sound input device that allows recording and storing of digitized sounds; it has a built-in microphone, microphone jack, line jack, and an input level control knob. The delivery of presentations using these software products requires step-by-step organization through instructional software design. The design of a program called "MacMouse" is used to demonstrate application of the software design process, the "Macintosh" computer, "HyperCard" software, and the "MacRecorder" sound digitizer. "MacMouse" is an interactive tutorial to be used in a group situation with the teacher as the facilitator. It teaches awareness of facial parts, body parts, articles of clothing, and basic pre-kindergarten concepts. Provided are an outline of the steps in developing the "MacMouse" program, system requirements, curriculum considerations, and suggested opening scripts for lessons. (JDD)

ED 313 527 CE 053 719

Profiles of Adult Learners.
Illinois State Library, Springfield.
PUB DATE- Sep 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Adult Students; Community Colleges; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Implementation; *Student Characteristics; *Success; Tutoring; Tutors; Two Year Colleges; Volunteers
IDENTIFIERS- *Illinois

Since January 1986, when the Illinois Secretary of State Literacy Grant Program began funding a wide variety of adult literacy programs, more than 30,000 students have sought help with reading. They have been matched with 25,000 tutors who have provided more than 2 million hours of volunteer instruction. The profiles in this booklet are stories of 12 students who had the courage to change their lives, with help from tutors who believed they could. The following adults (and their respective literacy programs) are profiled: (1) Bill, a farmer--Frontier Community College Literacy Program, Fairfield; (2) Laurel, a self-employed seamstress--Rockford Area Literacy Council; (3) Guillermo, a factory supervisor--Elgin YWCA; (4) Iris, a homemaker--Youth Services Project, Inc., Chicago; (5) Donnie, a bus driver--Five-County Adult Education Program, Cairo; (6) Minnie, a school cook--John Wood Community College, Quincy; (7) Jim, a service department leader--Morton College, Cicero; (8) Billy, a construction worker--McLean/DeWitt Regional Office of Education, Bloomington; (9) Connie, a part-time employee--Belleville Community College; (10) Dorothy, a factory worker--Waubonsee Community College, Aurora; (11) Christine, a concerned parent--Spoon River College, Canton; and (12) Howard, a maintenance worker--Secretary of State In-house Literacy Program, Springfield. The stories are illustrated with quotations from the adult students and photographs. The address and telephone number of each literacy program are provided. (KC)

ED 313 553 CE 053 810

The Church's Involvement in North American Literacy. Conference Report (Racine, Wisconsin, September 14-16, 1987).

Johnson Foundation, Inc., Racine, Wis.; National Council of Churches of Christ, New York, N.Y.

PUB DATE- 87

NOTE- 20p.; Occasional faint type.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Advocacy; Basic Skills; Churches; *Church Programs; Church Responsibility; *Church Role; Church Workers; Functional Literacy; *Literacy Education; Religion; *Social Action; Voluntary Agencies

This document reports on a conference that addressed the involvement of the National Council of Churches of Christ/USA in literacy education in North America, at which literacy program participants, national leaders in literacy education, church leaders, and international literacy delegates described their successes and struggles. The first sections provide a definition of literacy and explain the purposes of the conference. The next section asks whether becoming literate amounts to getting bask to "basics" in education or whether it amounts to political and social liberation. The experience of the Lutheran Church with literacy is described as a case study. A discussion by a panel of national literacy education leaders is followed by description of the experience of eight literacy students and eight literacy programs. A summary of discussions held at the conference includes the church's motivation for work in literacy, what churches should do, the church as advocate, literacy as a two-way street, measuring the effectiveness of literacy programs, and the commitment of the United States to literacy. The responses of church leaders at the conference are provided. The recommendations from small group discussions are recounted in the next section, under the headings awareness, advocacy, and action. A prayer for literacy appears next. Appendices contain the conference program and information on conference participants and the conference design team. (CML)

ED 313 581 CE 053 872

Gerakis, Argyrios
Attitudes of Ohio County Extension Agents toward Satellite Video Teleconferencing in Extension Education. A Thesis.
PUB DATE- 89
NOTE- 109p.; Master's Thesis, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Educators; Agricultural Education; County Officials; Electronic Equipment; *Extension Agents; *Extension Education; Postsecondary Education; Program Improvement; *Teacher Attitudes; Teaching Methods; *Teleconferencing; *Videotape Recordings

A study was conducted to determine the attitudes of Ohio county extension agents toward satellite video teleconferencing. (Several county extension offices across the state participate in live satellite video teleconferences produced by The Ohio State University. Teleconferences cover a variety of extension education topics, from agriculture to home economics to teenage problems. Since county extension agents play an important role as facilitators at the local level, the success of teleconferencing depends greatly on their attitudes.) Data were collected from a mailed questionnaire to all 186 county extension agents in the state in the summer of 1989. Approximately 79 percent (147) usable questionnaires were returned. Analysis of data revealed that, overall, the majority of agents are "slightly positive" toward satellite video teleconferencing. However, they tend to prefer prerecorded videotapes over live teleconferencing. Cross-tabulation between the attitude scores and a variety of personal characteristics showed negligible to moderate relationships only. The study concluded that the extension service should continue financing satellite video teleconferencing but at the same time should focus on videotape production. Some other suggestions from the extension agents were that improvements be made in the quality of programs and the reliability of the technology, so that the agents might feel more confident about it. (Includes 24 references, the survey instrument, and selected responses.) (Author/KC)

ED 313 594 CG 022 112

LeBailly, Susan A.; And Others

Implementing Injury Prevention Counseling in a Clinic Setting.

SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Nov 88
NOTE- 21p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).
GRANT- R49/CCR-5-02274
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Injuries; *Parent Counseling; *Physicians; *Prevention; *Role Perception; Safety; Young Children

While physicians should provide injury prevention counseling to parents of young children, they do not always feel they are adequately prepared to provide such counseling. An injury prevention training project was developed to train physicians in injury prevention counseling and to examine factors related to parental compliance with injury prevention recommendations among 200 families with children under the age of 5 in an inner city clinic. Data revealed that, prior to implementing the safety counseling protocol, 82% of families making well child visits received some sort of injury prevention counseling. Following establishment of the protocol, 93% received such counseling ($p<.05$). The number of injury prevention topics covered increased from 3.2 topics to 5.2 topics ($p<.001$). Providers counselled about falls, car seats, hot water or burns, poisoning, water safety, fire safety, and tricycle safety more frequently following establishment of the protocol. Preliminary evidence suggests that the counseling was well received by physicians and parents alike. It appears that injury prevention counseling can be incorporated into a clinic setting. (NB)

Gamby, Gert; And Others
Special Education in Denmark--with Particular Emphasis on Reading Disabilities. (Reading Disabilities--An International Perspective).
Danish Inst. for Educational Research, Copenhagen.
REPORT NO.- ISBN-87-7416-263-2
PUB DATE- 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Objectives*; Educational Philosophy; Educational Policy; Foreign Countries; *Reading Difficulties; Reading Research; *Remedial Reading; *Special Education
IDENTIFIERS- Danish Institute for Educational Research; *Denmark

Offered in the hope that the information provided will be useful internationally, this book describes reading disabilities primarily in connection with special education in Denmark. The 14 chapters are as follows: (1) Background of Special Education in Denmark; (2) The Extent of Special Education; (3) Educational and Psychological Investigations; (4) Educational and Psychological Tests; (5) Facilities and Methods for Reading Remediation; (6) Results of Remedial Methods Used; (7) A Study Based on a Longitudinal Section; (8) "The Two Percent Most Heavily Reading Disabled Pupils"; (9) A Cross-Scandinavian Co-operation, a Theory of Development, and Some Consequences; (10) "Linguistic Awareness"--A Central Concept in a Development Work; (11) Medication; (12) John--A Case of Severe Reading Retardation; (13) Research; and (14) Bibliography (with 41 items). (SR)

ED 313 743 CS 506 949

Dowling, Ralph E.
An Ethical Analysis of Reagan's Rhetoric Justifying the Invasion of Grenada.
PUB DATE- 23 Jan 90
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizen Participation; *Democratic Values; Discourse Analysis; Ethics; Federal Government; Foreign Countries; *Foreign Policy; Government Role; Policy Formation; Political Attitudes; *Public Opinion; *Public Speaking; *Rhetorical Criticism; United States History
IDENTIFIERS- *Grenada; Political Rhetoric; Reagan (Ronald); *Reagan Administration

A study examined the Ronald Reagan Administration's rhetoric about the invasion of Grenada to determine its ethical quality and whether the American public could make a fair judgment about the incident based on this rhetoric. Examination of President Reagan's rhetorical efforts revealed numerous violations of democratic ethical standards. Arguments and evidence that were distorted and withheld inhibited the American public's ability to appraise the incident fairly. Four criteria for democratic ethical standards were clearly violated. The first criterion requires that all relevant evidence be disclosed, and the record shows that significant facts were withheld from the American public. The second criterion of democratic standards of ethics requires that all arguments be clearly presented and understood. The Administration, however, disseminated inaccurate information and many unproven assertions. Democratic ethics also require the individual be allowed to make a rational, well informed choice. Clearly, since the American public was deliberately deceived, its ability to make a significant choice was impeded. Finally, the democratic standards require that appropriate emotion be used. Here, again, the Reagan Administration failed by consistently appealing to fear for the safety of the Americans and the threat of communism as justifications for the invasion, when neither was justified. (Twenty-nine references are attached.) (KEH)

ED 313 757 CS 506 970

Geisler, Deborah M.
Hercule Poirot v. Reality: Murder Mysteries as an Epistemic Force.

PUB DATE- 20 Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Characterization; *Fiction; Literary Genres; *Reader Text Relationship
IDENTIFIERS- Author Text Relationship; Detective Stories; Hermeneutics; *Mysteries (Literature); Rhetoric as Epistemic; *Text Factors

If murder mysteries are to carry an epistemic force, it is important to examine how murder mysteries represent a unique way of knowing, of coming to view the world, for their readers. This can be accomplished by looking at the text of murder mysteries and how the nature of the text influences the reality creating process; by exploring the nature of the "solver" of the mystery and how readers find some identification with the characters in the mysteries; and by looking at how these factors of mystery-as-epistemic allow audiences to create a universal understanding of how murder happens, is investigated, and is solved. Murder mysteries have the force to create reality. They force upon the reader a way of knowing, of apprehending what occurs in criminal investigations. The interpretation and creation of the text by some readers may often tend to create a special, distinctive universe for the interpreters of the text. Murder mysteries present a closed text, unchanging in its inscription, giving modern readers a sense of closure all too rare in their lives. (Twenty notes are included.)

(RS)

ED 313 801 EA 021 484

Jenkins, H. O.
Education Managers--Paradigms Lost. Studies in Educational Administration, Number 51.
Commonwealth Council for Educational Administration, Armidale (Australia).
REPORT NO.- CCEA-NBP-2501; ISBN-909086-48-6
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Educational Administration; *Educational Change; *Educational Theories; Elementary Secondary Education; Foreign Countries; *Management Development
IDENTIFIERS- *Australia; *Education Managers

Major changes in the context in which education managers will be operating in the 1990s presents challenges for heads of schools, while at the same time providing opportunities for heads to function more powerfully at the school level. The dominant professional management models are discussed from a historical perspective; they include the Professional Model (pre-1965) and the Professional/Chief Executive Model (1963 to the present). After analyzing a number of models, this paper concludes by offering for debate a prescriptive model, with 12 key points, which takes the most valuable parts of the managerial and micropolitical models. The prescriptive model also draws upon studies of effective schools, the studies of managers in action, and the more general literature on "excellence." (48 references) (SI)

ED 313 844 EC 221 710

Berchin, Janice

Spontaneous Comparative Behavior and Categorization: The Links between Mediated Interaction and Reading Comprehension.

PUB DATE- Jul 89

NOTE- 25p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Classification; *Cognitive Development; Cognitive Processes; *Deafness; Intermediate Grades; Junior High Schools; *Mediation Theory; *Reading Comprehension; Responses; Teaching Methods; Transfer of Training

IDENTIFIERS- *Instrumental Enrichment

The study with three profoundly deaf subjects (ages 11-13) investigated whether there is a chain of functional relationships among a method of interaction referred to as a mediation, a cognitive function referred to as spontaneous comparative behavior, the operation of categorization, and the reading comprehension tasks of using lexical cohesion and finding the main idea. Experimental treatment was a mediated experience in teaching the operation of categorization using the categorization instrument from the Feuerstein Instrumental Enrichment Program. The dependent variables of the number of spontaneous comparative responses, the score of the spontaneous comparison, the quality of the commonality, the difference in the response, and the number of most salient verbs and class nouns used were charted for each subject from baseline through treatment. Results indicated a treatment effect for all three subjects for all the dependent variables as well as the acquisition of the operation of categorization. Tests of near- and far-transfer showed inconsistent results. Results suggested a positive level of cognitive modifiability with this population using mediated interaction. (Author/DB)

ED 313 858 EC 221 725

Schriner, Kay Fletcher; Roessler, Richard T.
Occupational Choice Strategy: A Small Group Vocational Counseling Program. Trainer's Guide.
Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 107p.; For participant's workbook, see EC 221 726.
GRANT- G0083C0010
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, P.O. Box 1358, Hot Springs, AR 71902 ($10.00); companion tape/slide presentation $30.00; companion diskette $10.00; participant's workbook $7.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Career Choice; Career Counseling; Computer Oriented Programs; Decision Making; *Disabilities; Group Discussion; Lesson Plans; *Self Evaluation (Individuals); *Severe Disabilities; Social Support Groups; *Vocational Evaluation; Vocational Interests; *Vocational Rehabilitation

Intended for use by rehabilitation professionals counseling small groups of disabled people, the Occupational Choice Strategy (OCS) was designed to be responsive to both the needs and desires of the disabled and the cost and time constraints faced by rehabilitation counselors. OCS incorporates: (1) concise occupational information easily accessed by the participants, (2) assessment methods that clarify a client's self-picture and vocational potential, (3) opportunities to practice decision-making and problem-solving skills, (4) supportive peers and counselors, (5) a cognitive model to organize self-knowledge and occupational information, and (6) activities to enhance participants' abilities to envision themselves in various work roles (based on Glasser's Reality Therapy and Control Theory techniques). The entire program consists of the trainer's guide, a participant's workbook, tape/slide presentations, and an occupational report diskette which transforms aptitude and interest scores into a list of occupations appropriate for that individual. The 27 lesson plans are grouped into four units: Understanding OCS, Understanding Myself, Knowing the World of Work, and Making a Vocational Choice and Plan. Appendixes provide a sample case, a transcript of a slide/audiotape presentation on the sample case, a shortened OCS program, and a supplementary occupational screen for low-functioning vocational rehabilitation clients. (DB)

ED 313 871 EC 221 740

Kercher, Patricia; Parisot, Arlene

Access to Post-Secondary Education: A Faculty Handbook. Project Access. Revised.

Great Falls Vocational-Technical Center, MT.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *College Students; *Disabilities; Educational Legislation; *Environmental Influences; Federal Legislation; Individual Needs; Postsecondary Education; *Teacher Role; *Teaching Styles
IDENTIFIERS- Rehabilitation Act 1973 (Section 504)

This handbook was written to help faculty and staff of postsecondary programs better understand students with disabilities and make academic accommodations for them. The handbook suggests adjustments which can be made in the classroom environment or in teaching styles to accommodate specialized needs without affecting academic integrity. Section I outlines general considerations important in assisting students with disabilities to meet their educational goals. Section II discusses characteristics, educational implications, and accommodations for a variety of disabilities, including specific learning disability, hearing impairment, visual impairment, seizure disorder, motor impairment, and psychological disorders. Section III describes handicapped persons' rights under Public Law 93-112, the Rehabilitation Act of 1973, and Section IV lists suggestions for helping all students to succeed in the classroom. A list of readings is appended. (JDD)

ED 313 540 CE 053 742

Vocational and Technical Teacher Preparation in Asia and the Pacific. Report of Two Regional Workshops (Tokyo, Japan, March 6-28, 1981, and January 28-February 19, 1982).

National Inst. for Educational Research, Tokyo (Japan).

PUB DATE- Mar 82

NOTE- 143p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Curriculum Development; Developing Nations; Education Work Relationship; *Faculty Development; Foreign Countries; Higher Education; Inservice Education; Professional Training; Schools of Education; Teacher Certification; *Teacher Education; *Teacher Education Curriculum; Teacher Improvement; *Teacher Qualifications; Teacher Workshops; Technical Education; *Vocational Education; *Vocational Education Teachers

IDENTIFIERS- *Asia Pacific Region; Australia; Bangladesh; India; Indonesia; Japan; Korea; Malaysia; Maldives; Nepal; New Zealand; Pakistan; Philippines; Singapore; Sri Lanka; Thailand; Vietnam

This document is the result of two regional workshops (attended by representatives of 16 Asian countries) on the preparation of vocational and technical education teachers in Asia. Chapter 1 lists the objectives for the workshops, countries represented at each, and the officers for each. Chapter 2 gives an overall review of the present status of vocational education as well as the trends and issues in the participating countries. Chapter 3 contains a series of guidelines that the participants considered useful for curriculum construction. (Among the areas addressed are the levels of staff to be trained; the age, educational qualifications, and industrial experience of those entering training; the patterns of program delivery; who should develop curriculum; and the broad competencies to be developed.) Chapter 3 also contains a matrix that shows at what level various individuals (practical arts teachers, vocational teachers, technical teachers, training officers in industry, and educational administrators) should be trained in the following specific areas: pedagogical studies; industrial experience; subject specialization; general and liberal studies; and educational research and management. Also in chapter 3 are course objectives, course descriptions, and a design format for any program. Chapter 4 offers conclusions and recommendations. The appendices list workshop participants and summaries of reports on vocational education in the individual Asian countries participating. (CML)

ED 313 695 CS 211 902

Pfaff, Daniel W.

The St. Louis Post-Dispatch Debate over Communism, 1940-1955.

PUB DATE- 12 Aug 89

NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communism; Editors; *Journalism History; *Liberalism; Marxism; Newspapers; News Writing; Political Attitudes; *Press Opinion

IDENTIFIERS- *Editorial Policy; McCarthyism; *Pulitzer (Joseph II); Saint Louis Post Dispatch

The liberal bias of the "St. Louis Post-Dispatch" has been well-documented, but memoranda between editor-publisher Joseph Pulitzer II and two of his key editors, Julius Klyman and Irving Dilliard, reveal a tug-of-war over the newspaper's liberal treatment of communism from 1940 to 1955. Klyman, editor of the "Pictures" magazine, was a labor activist who disavowed all suspicions that he was a communist. Pulitzer objected to Klyman's emphasis on class struggle and the virtues of non-capitalist economies but believed Klyman was too good a picture editor to be fired or transferred. Dilliard, who edited the editorial page, differed with Pulitzer over interpretation of the First Amendment and application of Constitutional guarantees to the threat of communist subversion. During the Joseph McCarthy era, Pulitzer felt that Dilliard gave the senator an incessant drubbing in the editorial pages. However, Pulitzer respected Dilliard too much to fire him. Pulitzer's attempts to curb both Klyman and Dilliard by assigning people to closely supervise their work was only partly successful. (Thirty-two notes are included.) (MHC)

ED 313 711 CS 212 175

Kamberelis, George
Emergent and Polyphonic Character of Voice in Adolescent Writing.
PUB DATE- Dec 86
NOTE- 27p.; Paper presented at the Annual Meeting of the National Reading Conference (36th, Austin, TX, December 3-6, 1986). This paper has been presented at other conferences, both in this version and in a longer version. The eight-page appendix is of poor legibility.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Cultural Context; *Discourse Analysis; Expository Writing; High Schools; *Models; Reading Writing Relationship; *Social Influences; Writing (Composition); Writing Improvement; *Writing Skills
IDENTIFIERS- Bakhtin (Mikhail); *Voice (Rhetoric); Writing Contexts; *Writing Style

This paper explores the emergent and polyphonic character of voice in adolescent writing. It proposes a model, derived from M. M. Bakhtin's work on discourse, to account for how adolescent writers borrow voices from various speech communities and communication domains and combine them in complex overt and covert ways in order to construct their own voices. The first section of the paper discusses the conceptions of language-in-use, voice, and semiotic mechanisms which allow for the borrowing and integrating of various voices; the second section illustrates the model with the analysis of two representative texts written by adolescents. The final section presents implications of this approach for the analysis of the writing of adolescents. Forty-four references and an appendix containing five student writing samples are attached. (KEH)

ED 313 727 CS 506 921

Bacheler, Virginia
Jockeying for Position in Local Election Debates.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Debate; Debate Format; Interviews; Mass Media Role; Media Research; Persuasive Discourse; *Political Campaigns; *Political Candidates; Public Television; Verbal Communication
IDENTIFIERS- Debate Strategies; Local Media; *New York (Rochester); *Political Communication

A case study focused on the set-up, execution, and post-debate review of one specific debate held in October 1988 in Rochester, New York among the candidates for the 30th Congressional seat. Data were gathered via pre-and post-debate interviews with the candidates involved, their party chairs and campaign managers, as well as close on-site observation. Data revealed heatedly negotiated rule-making sessions involving stations, candidates and their staffs, a variety of pre-debate maneuvers, the strategies of the candidates during the debate, and the positioning of candidates after the debate for future elections. Findings suggest that a key element of the debates was the free multi-media post-debate press coverage which confirmed for the viewers what they saw or thought they saw in the television performance. (KEH)

ED 313 787 EA 021 462

DeMoulin, Donald F.; Guyton, John W.

Attributes for Measuring Equity and Excellence in District Operation.

PUB DATE- 13 Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Administration; *Educational Assessment; Educational Development; Educational Improvement; *Educational Quality; Elementary Secondary Education; *Equal Education; *Evaluation Methods; *Excellence in Education; School Districts

IDENTIFIERS- *Mississippi

In the quest for excellence, school districts have a variety of indicators or attributes available by which to gauge their progress. This model, used By the Equity and Excellence Research school districts in Mississippi, monitors achievement in relation to educational excellence. Team members established a list of attributes and various means of measurement. A district then decided on a set of attributes from the list to establish goals for achieving excellence. Data were gathered on a yearly basis and compared to the measures of the selected attributes for excellence by the use of a time-series design. Consistency of performance provided an overview for attaining excellence to aid in long-range planning and measurement. Appended are: (1) a list of the Equity and Excellence Research Team members; (2) a list of attributes of equity and excellence; (3) a checklist of attributes; and (4) attribute information sheets. (SI)

ED 313 502 CE 053 528

Tourism Marketing.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
PUB DATE- 89
NOTE- 163p.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advertising; Art Activities; *Community Resources; Competency Based Education; Distributive Education; High Schools; *Hospitality Occupations; Hotels; *Marketing; Music Activities; Outdoor Activities; Physical Activities; Recreational Activities; Recreational Facilities; State Curriculum Guides; *Tourism; Transportation; *Travel
IDENTIFIERS- Customer Relations; *North Carolina; Travel Agents; *Travel Industry

This document contains teacher materials for a 6-unit, 1-year distributive education course in marketing tourism offered in grades 11 and 12 in North Carolina. Although in general the material presented concerns marketing tourism anywhere, some of it is specifically related to tourism within North Carolina. A purpose statement explains the importance of tourism to the economy of the state and to most other states. The preface contains a rationale for the development of the course, a course description, course objectives, a list of the instructional units of the course, and a list of sections contained in each unit. Forty-eight competency objectives are listed for the course. Subjects of the six instructional units are: overview of tourism; customer relations; travel destinations; tourism promotion; economics and tourism; and travel/tourism related business. Components of each unit are: (1) a table of contents for the unit; (2) the competency goal statement and competency objectives; (3) a content/teaching outline; (4) student activities; (5) evaluation measures; (6) keys to the test items; and (7) references. (CML)

ED 313 515 CE 053 671

Barrick, R. Kirby
The Discipline Called Agricultural Education. Professorial Inaugural Lecture Series.
Ohio State Univ., Columbus. Dept. of Agricultural Education.
PUB DATE- 31 Oct 88
NOTE- 15p.; Professorial Inaugural Lecture presented at the Ohio State University (1st, Columbus, OH, October 31, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agricultural Education; *College Programs; *Educational History; *Educational Philosophy; Educational Practices; *Educational Trends; Futures (of Society); Higher Education; *Intellectual Disciplines; Theory Practice Relationship

A historical perspective of agricultural education is needed in order to understand its role in the future. Agriculture as a science did not exist prior to the 19th century. The Morrill Act contributed greatly to this development. With the realization that higher education could serve persons interested in the agricultural and mechanical arts came a system of public institutions of higher education called the land-grant colleges. Today, agricultural science is a mainstay in the higher education system within and beyond the land-grant institutions. With the advent of baccalaureate instruction in agriculture, however, came a new struggle--the struggle between science and practice. The establishment of education as a specific discipline, a related development, is somewhat obscure. Education as a discipline is the field of study that concerns itself with the principles and methods of teaching and learning. Agricultural education as a discipline is relatively new. These premises are central to agricultural education: (1) agricultural education involves application in real settings; (2) practice is based on theory; (3) agricultural education serves as the bridge between agricultural science and the other disciplines; (4) agricultural education principles should be the foundation for education in agriculture; (5) agricultural education is not multidisciplinary; and (6) professionals in agricultural education must enter a period of self-examination to determine what agricultural education ought to be. (22 references.) (KC)

ED 313 528 CE 053 720

Eliminating Illiteracy. Hearings on Examining Proposed Legislation To Coordinate and Strengthen Efforts at the Federal, State, and Local and Private and Non-Profit Sector Levels To Challenge and Elimate Illiteracy in the United States, before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, One Hundred First Congress, First Session (May 4, 18, and July 10, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-101-260
PUB DATE- 89
NOTE- 369p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; *Educational Finance; *Federal Aid; Government Role; Hearings; *Illiteracy; *Literacy Education; *Outcomes of Education; Program Effectiveness; Program Implementation; Student Characteristics; Success; Tutoring; Volunteers
IDENTIFIERS- Congress 101st; *Workplace Literacy

This document reports oral and written testimony of witnesses at three Congressional hearings on eliminating illiteracy held in spring and summer, 1989. Witnesses included Senators Paul Simon, Howard Metzenbaum, Nancy Kassebaum, Strom Thurmond, Thad Cochran, and Orrin Hatch; Secretary of Education Lauro F. Cavazos; literacy program managers and volunteers; adults who have successfully completed literacy training; executives of companies who sponsor literacy programs; and others involved in the literacy movement. Testimony included information on the scope of the literacy problem in the United States and the effect of the problem on needs for future workers. It also described successful programs and proposed additional funding for more programs. (KC)

ED 313 568 CE 053 849

Macduff, Nancy
Improving the Test Environment. Test Anxiety and the Unemployed Learner.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Development; Adult Education; Adult Learning; *Adult Students; Employment Programs; *Group Testing; Reading Instruction; Scores; *Test Anxiety; *Testing Problems; Test Use; Test Wiseness; Unemployment

Some factors that should be considered when administering tests to adults include the following: (1) adults have a difficult time adapting to new things; (2) everyone resists change to some degree; (3) change requires new learning; (4) various things influence a person's ability to learn new things and make changes; (5) childhood events can influence adults' abilities to learn new things; (6) test anxiety can have a negative effect on resulting scores; (7) test anxiety begins as early as fourth grade; (8) scores on reading tests can be influenced by physical and psychological factors; (9) "intentionality" influences test scores; (10) a test administrator can negatively influence scores by the control of the test administration process; and (11) positive steps should be taken to influence the testing process and environment to ensure the most reliable scores for test takers. (KC)

ED 313 595 CG 022 113

Fischer, Lucy Rose; And Others
Seventy Million Hours: The Voluntary Contributions of Older Minnesotans.
Wilder Research Center, St. Paul, MN.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
AVAILABLE FROM- Wilder Foundation, Wilder Research Center, 1295 Bandana Blvd., N., Suite 210, St. Paul, MN 55108 ($15.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Educational Attainment; Employment Level; Income; Marital Status; *Older Adults; Rural Urban Differences; *Time; *Volunteers
IDENTIFIERS- *Minnesota

The rising health and social services needs of the elderly can be met in part by using the potential productivity of older people. This study examined the extent to which older people serve as a resource and the potentiality for further expanding their productive contributions. The Minnesota Senior Study involved a telephone survey with a representative statewide sample of approximately 1,500 non-institutionalized Minnesotans age 60 and older. Data suggest that Minnesotans age 60 and older do considerably more volunteer work than would be expected, judging from national surveys. It is estimated that Minnesotans contribute about 70 million hours a year in volunteer time. Three-fifths of older Minnesotans reported volunteer work for organizations; two-fifths reported voluntary service to individuals in their communities; and three-fifths reported helping their families. Overall, only 16% did not do any of these types of volunteer work. Even so, it appears that most volunteers do not commit large amounts of time; about one-half of older volunteers spent less than a couple of hours per week in volunteer activities. Income, education, being married, being employed, not having functional problems, being young-old, living in a non-metropolitan area, and being able to drive (or being the spouse of a driver) were all positively associated with the propensity to volunteer. (Author/NB)

ED 313 609 CG 022 129

Inglehart, Marita; Brown, Donald R.
Self-Development and Academic Achievement--A Longitudinal Analysis.
PUB DATE- Aug 89
NOTE- 14p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Higher Education; *Medical Students; *Professional Development; *Self Concept
IDENTIFIERS- *Identity Formation

This study examined the way in which the path of development of a professional self influences a person's achievement in the related academic field. It explored how the professional self is developed and how the factors that influence such a development shape a person's performance. Two factors were of interest: (1) the time at which the professional self was developed; and (2) the causes that contributed to this self-development. In the first year of medical school, subjects completed a questionnaire which dealt with their decision to choose medicine as a career. Eighteen items addressed the question of which factors had influenced them to enter medicine. Subjects were 1,156 medical students who were followed for 4 years, beginning with their first year in medical school. It was assumed that all subjects had a professional identity (wanting to become physicians) but that they differed in the development of this identity. Results revealed that it was not necessarily advantageous for a person to decide on a certain career very early in life and/or to base such a decision on external factors. An identity crisis in which a person's abilities and interests were used as reference points for deciding upon a certain profession seemed to be quite beneficial for achievement related directly with a career. (Author/NB)

Ansello, Edward F.; Lamy, Peter P.
Regional Differences in Medication Profiles: Responding with Geropharmacy Curricula.

SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Differences; Drug Use; Information Dissemination; *Older Adults; Pharmacists; *Pharmacy; *Regional Characteristics; *Rural Population

Previous research has established that rural pharmacists are often the first points of contact regarding health care for elders, and are "gatekeepers" for aging-related information. This project established regionally distributed co-operative arrangements with four schools of pharmacy, one state pharmacy association, and one national pharmacy fraternity. In each of the six regions of the country project staff and co-hosts determined profiles of the region's rural elders (personal, health, and socioeconomic characteristics) and of their over-the-counter and prescription drug use in order to orient geropharmacy and gerontology content to the specific needs of the region. Profile-oriented curricula were then taught on-site to pharmacy and health-related faculty; leaders in state, regional, or local pharmacy associations; and selected community pharmacists. Drug usage profiles were found to differ by geographic region, with several explanatory variables. Independent 6-to 7-month follow-up evaluations by a third party showed some significant changes in participants' practices, within both pharmacy education/continuing education and community operations. This project highlights the need to tailor geropharmacy education to the specific characteristics of the elders in the region. (Author/ABL)

ED 313 637 CG 022 160

Atkins, Arleen J.

Older Adults' Level of Knowledge about Old Age Using the Facts of Aging Quiz.

PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Aging (Individuals); *Attitudes; *Knowledge Level; *Older Adults; *Stereotypes
IDENTIFIERS- *Facts on Aging Quiz (Palmore)

The Facts on Aging Quiz (FAQ) has been used in different studies to assess the level of knowledge about old age. It contains 25 factual statements concerning basic physical, mental, and social facts and the most common misconceptions about aging. One purpose of this study was to identify the most frequent misconceptions in a group of older adults toward their own age cohort. Another purpose was to measure indirectly their bias toward the aged. The FAQ was given to 57 adult subjects who ranged in age from 42 to 90, with 39 subjects answering all questions. The results suggest that older adults do not have as broad a range of negative stereotypes of aging as does the general population. The older adults did not see themselves as unable to change and often bored, as did the other populations reviewed. These adults tended to resist seeing the decline of physical function as a natural reflection of the aging process by denying that all five senses tend to decline with age. Although those with a high school diploma or less showed more anti-age error than did those with more education, the number of pro-age errors was most marked in the group with some college education. There were no significant differences on total scores or on bias scores between sex or educational level. (Author/ABL)

ED 313 652 CG 022 176

Straus, Murray A.; Sweet, Stephen

Social Psychological Characteristics Associated with Verbal Aggression between Husbands and Wives.

New Hampshire Univ., Durham. Family Research Lab.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 27 Jan 90
NOTE- 19p.
GRANT- R01MH40027; T32-MH15161
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Alcohol Abuse; Children; Drug Abuse; *Family Violence; *Predictor Variables; Psychological Characteristics; Race; Social Influences; Socioeconomic Status; *Spouses; Verbal Communication
IDENTIFIERS- *Verbal Abuse

The last decade has provided considerable research on the causes and effects of physical aggression in the family, but much less has been accomplished on the causes and effects of verbal/symbolic aggression. This verbal/symbolic aggression is defined as a communication, either verbal or nonverbal, intended to cause psychological pain to another person, or perceived as having that intent. This study investigated the frequency and correlates of verbal/symbolic aggression in a nationally representative sample of 5,232 American families. Verbal/symbolic aggression was measured by the Conflict Tactics Scales. Regardless of whether male or female respondents were the source of the data, it was found that husbands and wives engaged in about equal amounts of aggression. The probability of frequent verbal/symbolic aggression against a spouse tended to decrease with age and the number of children in the family, and to increase with the occurrence of alcohol abuse and the use of other drugs. Socioeconomic status and race were not found to be related to verbal aggression. Verbal aggression is part of a syndrome of abusive and problematic interpersonal relationships within the family. (A list of 45 references is provided, and 3 figures and 2 tables are also included.) (Author/ABL)

ED 313 665 CS 009 858

Lore, Rosemary; Chamberlain, Ed
Language Development Component, Compensatory Language Experiences and Reading Program 1988-89. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 89
NOTE- 77p.; For 1987-88 report, see ED 299 554.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; *Compensatory Education; Computer Assisted Instruction; Elementary Education; Individualized Instruction; Individualized Reading; Junior High Schools; Parent Participation; *Program Effectiveness; *Program Evaluation; Public Schools; Reading Difficulties; *Reading Instruction; *Reading Programs; *Remedial Programs; Underachievement
IDENTIFIERS- *CLEAR Reading Recovery Program; Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1; Whole Language Approach

Intended to improve language and reading skills of selected underachieving students, the 1988-89 Compensatory Language Experiences and Reading Program (CLEAR) of the Columbus, Ohio, public schools served 4,902 pupils in grades 1-8 in 102 schools. The program featured individual and small group instruction arranged according to pupil needs, as well as projects utilizing computer-assisted instruction (CAI). The program was evaluated through administration of the Comprehensive Tests of Basic Skills as pretest and posttest. Test results indicated that of 2,352 pupils with good attendance records who were native speakers of English, average test score gain was 5.9 Normal Curve Equivalent (NCE) points for the 5.7 months of instruction, which met the program objective of 1.0 NCE per month of instruction. Analysis by grade revealed that the objective was met in grades 3 and 4. Average NCE gains for students using CAI were higher than those for the regular group in grades 2 and 3 and lower in the remaining grades. Recommendations include determining the cause for less growth at certain grade levels, continuing the Whole Language treatment group, encouraging more parent participation, and improving coordination with classroom teachers. (Fourteen tables of data are included; appendixes include four additional tables of data, and survey and evaluation instruments.) (RS)

ED 313 772 EA 021 405

Muth, Rodney
Reconceptualizing Training for Educational Administrators and Leaders: Focus on Inquiry. Improving the Preparation of School Administrators, Notes on Reform No. 2.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Oct 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Education; *Clinical Experience; *Educational Research; Elementary Secondary Education; *Field Experience Programs; Graduate Study; Higher Education; *Theory Practice Relationship

Despite certain challenges to current practice, little attention has been given to the importance of training educational administrators in research as a process of inquiry. In fact, the inquiry process should be at the core of graduate training for all school administrators. The National Commission on Excellence in Educational Administration specifically recommended that university professors emphasize "theoretical and clinical knowledge, applied research, and supervised practice," but did not specify how such a charge should be addressed. This paper examines some assumptions shaping current university training that may undercut attempts to create truly clinical administrator preparation programs. Among current expectations that impede stronger clinical orientations in university programs are: (1) lack of rigorous training in research, especially applied research; (2) the traditional academic mode of inquiry prevalent in most doctoral programs; (3) the outcomes of inquiry expected by these programs; (4) the institutional rewards and norms for faculty; and (5) the traditional structures of teaching and learning that influence faculty and therefore students. For student-practitioners, traditional research training programs emphasizing theory-building or empirical explanations are probably inappropriate and intellectually disabling. An alternative model recognizing the legitimacy of the practitioner orientation and geared to an experiential, problem-solving process is necessary. Recommendations are given concerning unresolved research training issues. (47 references) (MLH)

ED 313 802 EA 021 485

Anderson, Beverly L.; And Others

Policy Making with a Difference: The Story of Connecticut's Common Core of Learning.

Education Commission of the States, Denver, Colo.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.

SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.

PUB DATE- Jan 89

NOTE- 51p.; The two tables contain small type and may not reproduce clearly.

AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($6.50 plus $2.50 postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Academic Standards; Educational Development; *Educational Innovation; Graduation Requirements; *Knowledge Level; Public Schools; Secondary Education; Student Evaluation; *Student Improvement

IDENTIFIERS- *Connecticut

The changing economic and social situation, the rapid expansion of technology, and the explosion of available knowledge are fundamentally altering the world economy. Today, our nation's students need not only basic skills, but higher level reasoning and communication and thinking ability, as well. In Connecticut, a committee was formed to determine the skills, knowledge, and attitudes that constitute an "educated person" and that should be required of the state's public secondary school graduates. The result, entitled "Connecticut's Common Core of Learning," completed in November 1986, identifies and documents the attributes and attitudes, the skills and competencies, and the understandings and applications that are to be expected of the state's public secondary school graduates. In essence, because the committee shared the document with educators before its completion and carefully considered their responses to the drafts, plans for implementation began before the document was even adopted by the State Board of Education. Included within this document are examples from Killingly, Groton, Bridgeport, and Glastonbury that illustrate the focuses and working methods that are making the core a reality. The appendices contain a copy of the April 1988 Connecticut State Department of Education "Challenge Update" and examples of study questions concerning student learning. (KM)

ED 313 816 EC 212 278

Rehabilitation Technology Service Delivery, 1: A Practical Guide.
RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-932101-14-3
PUB DATE- 87
NOTE- 184p.; For related document, see EC 212 279.
GRANT- G008535151
AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20061-4813 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Administration; *Disabilities; Financial Policy; Fund Raising; Marketing; *Program Development; *Program Implementation; *Rehabilitation; *Technology; Trend Analysis
IDENTIFIERS- *Rehabilitation Technology

The guide consists of six author contributed chapters and is intended to aid in the development of new rehabilitation technology service delivery programs as well as increasing the effectiveness of existing programs. The first chapter, by Roger Smith, describes and evaluates seven models of service delivery in rehabilitation technology. Chapter 2, by Phil Mundy, is concerned with marketing, including management and organization, the needs analysis market study, products, the marketing plan, and ongoing market evaluation. The next chapter, by Douglas Hobson and Carl Gregory Shaw, considers program development and implementation based on the seven models described earlier. John Leslie addresses the application of such business practices as fiscal management and control to rehabilitation technology services in the fourth chapter. The fifth chapter, by Samuel McFarland and Kenneth Reeb, Jr., discusses funding sources and strategies, including estimating financial needs, finding start-up funding sources, and generating revenue. In the next chapter, Hugh O'Neill provides a rehabilitation technology case study to illustrate business practices in seating service delivery. A final chapter, by Alexandra Enders, lists resources including acronyms, addresses of authors, marketing references, funding sources for rehabilitation technology, government agencies, national organizations, and statistical information resources. (DB)

ED 313 829 EC 221 345

Annual Statistical Report, 1988. Client Assistance Program, Protection & Advocacy System for Persons with Mental Illness, Protection & Advocacy System for Persons with Developmental Disabilities.

National Association of Protection and Advocacy Systems, Washington, DC.

PUB DATE- Jun 89
NOTE- 68p.; For the 1986-87 Annual Report, see ED 311 655.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Delivery Systems; *Developmental Disabilities; *Mental Disorders; *Rehabilitation; *Social Services; State Programs

The report summarizes: (1) 1988 program data for state Protection and Advocacy Systems for persons with developmental disabilities and persons with mental illness, and (2) 1988 program data for Client Assistance Programs. The data are derived from reports from 56 states and territories. In addition to nationwide data totals, each state's statistical program data are included. For the program dealing with persons with developmental disabilities, the data focus on numbers of clients served, numbers of individuals served by class actions, client living arrangements, types of disabilities, functional limitations, case problem areas, and remedies to problems. For the program dealing with persons with mental illness, the data cover ethnic background of clients, client living arrangements, alleged/reported abuse and neglect, intervention strategies, protection of rights cases, and advisory council membership. For the client assistance program, the data focus on agency workload, types of individuals served, problem areas, and types of services provided. Graphic exhibits of the data and selected examples from state narrative reports describing activities and accomplishments of individual programs are also included. A complete listing of agencies and addresses concludes the report. (JDD)

ED 313 886 EC 222 007

Searcy, Sheri, Ed.
Teaching Social Skills to Young Children: A Parent's Guide.
Interstate Research Associates, Inc., Rosslyn, VA.; National Information Center for Handicapped Children and Youth, Washington, DC.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 88
NOTE- 142p.
GRANT- G008635204
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Child Rearing; Curriculum Guides; *Interpersonal Competence; *Learning Disabilities; Parent Education; *Social Development; *Teaching Methods

The guide offers parents of young children with learning disabilities a curriculum to remediate behavior problems and social skill deficits. The curriculum focuses on eight social skill problems identified as common by a preliminary needs assessment. Part I provides an introduction to the curriculum with chapters on using the curriculum with your child, observing and measuring behavior, and principles of teaching and managing behavior. The principles cover teaching behaviors with antecedents, teaching behavior with consequences, and teaching new behaviors--shaping, using token reinforcers, and using consequences to decrease undesirable behavior. Part II provides specific teaching strategies (usually 5 to 10 per area considered) for modifying the following eight problem behavior areas: (1) talking over differences without getting angry, (2) understanding the rules, (3) continuing to try when frustrated, (4) getting ready on time, (5) refusing requests politely, (6) following directions, (7) waiting patiently, and (8) taking turns talking. (DB)

ED 313 582 CE 053 880

Durbin, Roberta; And Others
Reach Out for Literacy. Project Manual. A 353 Special Demonstration Project.
Broward County Schools, Fort Lauderdale, Fla.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- 89
NOTE- 27p.; One page map and five pages of xeroxed newspaper articles will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Adult Basic Education; *Adult Literacy; Basic Skills; Functional Literacy; Labor Force Development; *Limited English Speaking; *Literacy Education; Outreach Programs; Program Administration; Program Development; *Program Implementation; Social Services
IDENTIFIERS- 353 Project; *Broward County Public Schools FL

This document explains how to conduct programs similar to the Broward County, Florida, "Reach Out for Literacy" (ROL) project aimed at providing basic skills education for undereducated adults and adults with limited English proficiency. The introduction lists the objectives for the ROL program and reports the number of adults (689 at 17 sites) served. Additional sections explain how to start a similar program, select teachers, gather materials, recruit students, and maintain the program. Six additional recommendations are offered: be aware of the importance of the contact person's enthusiasm and support for the program; do not become discouraged if immediate confirmation is not forthcoming from a potential site; be aware that what works at one site may not work at another; allow time for rapport to develop between students and teachers and to consider moving a teacher who is unsuccessful at one site to another site, where he/she might do well; be aware of the importance of well-trained teachers; and use additional personnel as resource teachers. The appendix contains a breakdown of the ROL population served by age, sex, race, and test scores; a list of organizations with which ROL had contact; a list of ROL sites; a map of ROL sites; strategies used by nonreaders to avoid having to reveal that they cannot read; a program referral form; promotional materials for the program, one of which is in Spanish; and four newspaper articles about ROL and its students. (CML)

ED 313 679 CS 009 872

Leondis, Mary T.
The Place of Career Women in the Basals.
PUB DATE- Dec 89
NOTE- 37p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; *Career Awareness; Content Analysis; Elementary Education; *Employed Women; Reading Research; Sex Stereotypes; Textbook Content; Textbook Research
IDENTIFIERS- *Houghton Mifflin Reading Series; *McGraw Hill Reading Series

A study analyzed two basal reading series to determine if they depicted realistically the role of the career woman as she exists in society. A list of female careers in the 1989 editions of Houghton-Mifflin and McGraw Hill reading basals for grades 1 to 6 was compared to the career categories of the "United States Bureau of Census, Statistical Abstracts for 1989." Results indicated that: (1) eight of the 40 categories shown in the abstract were comparable; (2) 14 categories indicated a higher percentage in the basals; and (3) 18 categories show a lower percentage. Findings suggest that these basals do not realistically represent women in the contemporary work force. (Four tables of data are included and 30 references are attached.) (RS)

ED 313 744 CS 506 950

Rosenthal, Robert E.
Televangelism and the Rhetoric of Exclusion.
PUB DATE- Nov 89
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Clergy; Cultural Influences; Mass Media Role; *Persuasive Discourse; Political Campaigns; Programing (Broadcast); Religious Conflict; Religious Differences; *Religious Discrimination
IDENTIFIERS- Religious Broadcasting; *Religious Fundamentalism; *Televangelism

Included in the many problems of current televangelism which are cause for concern are the constant appeals for donations. Under current circumstances, with tremendous sums of money needed to use television for religious purposes, televangelists resort to sensationalism for mass appeal rather than to spreading the gospel. This ethical problem could be alleviated by having local television stations provide free air time for religious programming, during which no appeals for funds would be allowed. Shut-ins and others would still receive spiritual blessings; televangelists would not need to seek high ratings to stay on the air. Another concern is that the religious fervor of the fundamentalist televangelists leads to exclusionary rhetoric which has numerous negative consequences. Exclusionary rhetoric argues that there is only one path to salvation and denies tolerance for other beliefs and lifestyles. It promotes religious and secular bigotry in which the "saved" are better than those who are not saved. It also creates a religious caste system in which the concept of attending the "right" church suggests that the other churches are wrong. The positive side of televangelism can be seen best in the work of Billy Graham. (KEH)

ED 313 758 CS 506 971

Carey, Joyce B.
Children Having Children: New Arguments on an Old Problem.
PUB DATE- 21 Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Asociation (75th, San Francisco, CA, November 18-21, 1989). Reduced poster images (p.14-18) will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Child Welfare; Comparative Analysis; *Diffusion (Communication); *Early Parenthood; *Family Planning; Illegitimate Births; Mass Media; Parenthood Education; Parent Responsibility; Persuasive Discourse; Pregnancy; Pregnant Students; Unwed Mothers
IDENTIFIERS- *Childrens Defense Fund; *Planned Parenthood Federation

The work of Joseph Gusfield provides the framework for analyzing the two different perspectives taken by the Children's Defense Fund (CDF) and Planned Parenthood Federation of America (PPFA) to combat teen pregnancy. Gusfield first analyzed how the problem emerged and then identified "ownership" of the problem. According to Gusfield, the perspective which an individual or organization takes on a problem directly affects how the problem will be defined and how its solution will be structured. First, PPFA is more concerned about the dissemination of information in order to facilitate teens in making informed choices about sexuality. Their fundamental purpose is to provide educational resources and counseling in addition to making contraceptives available to men and women. CDF, on the other hand, looks at teen pregnancy from the perspective of "children"--children that are born to teenage mothers and the mothers that the organization also refers to as children. CDF views the problem as one of consequences rather than choices. Second, although both organizations place primary importance on preventing the problem, each focuses on a different level of prevention. PPFA argues that the need of prevention measures must occur on a much larger, societal scale. Recently initiated campaigns by both organizations illustrate their different perspectives in the areas of target audience, structure of messages, and means of information dissemination. (Five figures showing campaign posters are included.) (KEH)

ED 313 788 EA 021 463

Bozeman, William C.; Rothberg, Robert A.
Collaboration Is Not Meeting with the Enemy: An Analysis of a Successful University-School District Relationship.
PUB DATE- Nov 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Linking Agents; Population Growth; School Demography; *School Districts
IDENTIFIERS- *Florida; *Partnerships in Education

Although the literature proclaims the need for school district and university cooperation, there are few analyses of existing partnership projects or examinations of factors facilitating or impeding successful school-university linkages and cooperation. This paper focuses on the central Florida school districts' partnership with the University of Central Florida (UCF) in an area experiencing a tremendous population explosion in recent years. The area includes Orange, Seminole, Brevard, and Lake Counties, and boasts 170,000 elementary and secondary school students and over 20,000 college students at five UCF campuses. One partnership component is a doctoral assistantship program, in which two junior level school administrators are released from current assignments for a 2-year program of study supported by the school district and the UCF College of Education. Other linkages include cooperative research efforts; student internships and adjunct faculty programs, minority teacher recruitment, a professional development institute, and a principal scholars institute. A successful school district-university partnership must recognize the possible areas and functions appropriate for collaboration and the support systems needed for an ongoing linkage. In the central Florida system, each party is both a stakeholder and a benefactor. The real winners will be the students. (Five references) (MLH)

Witters-Churchill, Laurie J.; Witters, Lee A.
Hearing-Impaired Students' Performance on the Piagetian Liquid Horizontality Test: An Analysis and Synthesis.
PUB DATE- Jul 89
NOTE- 29p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *Concept Formation; *Disabilities; Elementary Secondary Education; *Hearing Impairments; Meta Analysis; Piagetian Theory; Research Methodology; Research Needs; *Sex Differences; Teaching Methods
IDENTIFIERS- Horizontality (Concept); *Liquids

The paper provides an analysis and synthesis of studies with hearing impaired and other populations concerning the cognitive development of the principle of liquid horizontality--the idea that still water remains invariantly level regardless of the angle of the container. Three major questions focused the investigation: (1) What are the effects of development on students' performance on the Piagetian liquid horizontality test? (2) Do special training and shape of bottle influence the students' performance on the test? (3) What effects of gender are found on the students' performance on the test? Results suggested that hearing impairment has little impact on the development of this cognitive concept; that training in scientific reasoning with hands-on experiments improved performance in hearing impaired as well as other groups; and that sex differences in development of the concept appear to exist in normal but not exceptional (including hearing impaired) groups. Implications for instruction include the value of multisensory experiential learning for all groups and the need to minimize sex stereotypes. Recommendations include: that researchers provide sufficient information to allow replication, that research journals publish nonsignificant findings, that a meta-analysis be conducted to determine the magnitude of reported sex differences, and that more studies with exceptional populations be conducted. (DB)

ED 313 859 EC 221 726

Schriner, Kay Fletcher; Roessler, Richard T.

Occupational Choice Strategy: A Small Group Vocational Counseling Program. Participant's Workbook.

Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 88

NOTE- 67p.; For trainer's guide, see EC 221 725.

GRANT- G0083C0010

AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, P.O. Box 1358, Hot Springs, AR 71902 ($7.50; companion tape/slide presentation $30.00; companion diskette $10.00; trainer's guide $10.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adults; *Career Choice; Computer Oriented Programs; Decision Making; *Disabilities; Group Discussion; *Self Evaluation (Individuals); *Severe Disabilities; Social Support Groups; *Vocational Evaluation; Vocational Interests; *Vocational Rehabilitation; Workbooks

The student workbook is part of the Occupational Choice Strategy (OCS) small group vocational counseling program. OCS incorporates: (1) concise occupational information easily accessed by the participants, (2) assessment methods that clarify a client's self-picture and vocational potential, (3) opportunities to practice decision-making and problem-solving skills, (4) supportive peers and counselors, (5) a cognitive model to organize self-knowledge and occupational information, and (6) activities to enhance participants' abilities to envision themselves in various work roles (based on Glasser's Reality Therapy and Control Theory techniques). The entire program consists of a trainer's guide, a participant's workbook, tape/slide presentations, and an occupational report diskette which transforms aptitude and interest scores into a list of occupations appropriate for that individual. The 26 lessons are grouped into four units: Understanding OCS, Understanding Myself, Knowing the World of Work, and Making a Vocational Choice and Plan. An appendix provides a sample case of the application of the OCS program to a physically disabled young adult. (DB)

ED 313 872 EC 221 741

Francis, Adrianna Hayes

Modifying Regular Classroom Teachers' Attitude toward Exceptional Children: A Review of the Literature.

PUB DATE- Nov 88

NOTE- 18p.; Paper presented at Annual Meeting of the Mid-South Educational Research Association (Louisville, KY, November 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Attitude Change; *Disabilities; Education Majors; Elementary Secondary Education; *Inservice Teacher Education; Mainstreaming; Postsecondary Education; *Preservice Teacher Education; *Teacher Attitudes; Teaching Experience

In promoting integration of exceptional children into regular classes, much emphasis has been placed on inservice and preservice preparation of teachers to develop skills and attitudes conducive to implementation of mainstreaming. Review of the literature indicated that structured inservice education programs were usually effective in providing knowledge about exceptional children, reducing anxiety toward mainstreaming, and developing more positive teacher attitudes toward exceptional children. The literature contains relatively few studies that focus on the modification of preservice teachers' attitudes toward exceptional children, with a conspicuous void relevant to preservice elementary teachers' attitudes. Most of the investigations studied special education majors, a population that should initially have positive attitudes toward exceptional children. Investigators have suggested that, although both information about or experience with exceptional children can lead to attitude change, a combination of information and experience is the most effective approach. However, there is little research to support this thesis. Similar lack of research and agreement on appropriate systems for delivering mainstreaming information to inservice and preservice teachers was also found. (37 references). (Author/JDD)

ED 313 554 CE 053 813

Baer, Barbara
Job Handbook. Suggestions To Help You Find & Keep a Job.
PUB DATE- 88
NOTE- 33p.
AVAILABLE FROM- Kenneth E. Clouse Co., P.O. Box 2, Felton, CA 95018 ($1.25; 25 copies, $25.00; 250 or more, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescents; *Career Planning; Employer Attitudes; Employment Interviews; Employment Opportunities; Employment Qualifications; Job Applicants; *Job Application; *Job Search Methods; Labor Market; *Personnel Selection; Portfolios (Background Materials); *Resumes (Personal)

This document offers "how-to" advice to high school students on how to find and keep a job. The booklet discusses collecting personal information, writing a resume, providing references to potential employers, completing a job application, writing a letter of application, interviewing for a job, possible questions during an interview, possible reasons for not getting hired, ways to find jobs, what to say when phoning about a job, how to talk with workers to find out what jobs might be desirable, what one must know when starting a new job, and performance reviews. (CML)

ED 313 503 CE 053 553

Amir, Pervaiz; Knipscheer, Hendrik C.
Conducting On-Farm Animal Research: Procedures & Economic Analysis.
International Development Research Centre, Ottawa (Ontario).; Office of International Cooperation and Development (USDA), Washington, DC.; Winrock International Inst. for Agricultural Development, Morrilton, AR.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Bureau of Science and Technology.
PUB DATE- 89
NOTE- 253p.

LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Agricultural Education; *Agricultural Production; Appropriate Technology; Developing Nations; Economic Research; Farm Management; Foreign Countries; *Livestock; *Off Farm Agricultural Occupations; *Research Methodology; *Statistical Analysis; *Systems Approach
IDENTIFIERS- *Agricultural Economics

This book is intended to give animal scientists elementary tools to perform on-farm livestock analysis and to provide crop-oriented farming systems researchers with methods for conducting animal research. Chapter 1 describes farming systems research as a systems approach to on-farm animal research. Chapter 2 outlines some important animal-production concepts for nonscientists. Chapter 3 covers the economic concepts that are essential for technology evaluation and analysis. Chapter 4 briefly reviews the basic statistical concepts necessary for the design and analysis of on-farm animal research. Chapter 5 presents a model for screening animal technologies at the research station before on-farm testing is conducted. Chapter 6 provides guidelines for conducting on-farm research. Chapter 7 presents the tools needed to carry out simple economic analysis. Chapter 8 covers basic marketing concepts that are relevant to on-farm research, explaining the reasons that small farmers may be hesitant to test new practices and describing the marketing aspects that should be kept in mind when choosing a technology for on-farm testing. Chapter 9 deals with the risk and uncertainty inherent in new technologies. Chapter 10 covers such topics as obtaining support for on-farm research and the roles of different levels of management in supporting research. The book concludes with a glossary of some 700 terms, a 118-item bibliography, and exercises relevant to each chapter. (CML)

ED 313 541 CE 053 746

Baines, Elizabeth Murrow
Volunteerism and the Older Adult as Benefactor and Beneficiary: A Selective Review of the Literature. Working Paper Series.
Clemson Univ., SC. Strom Thurmond Inst. of Government and Public Affairs.
PUB DATE- 30 Oct 86
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Aging (Individuals); Case Studies; Gerontology; Motivation; Nursing Homes; *Older Adults; *Program Implementation; *Program Improvement; *Retirement; *Volunteers; Volunteer Training

A study reviewed materials on the elderly as volunteers and volunteer work with the elderly from five databases: Sociological Abstracts, PsychInfo, Health Planning and Administration, ERIC (Educational Resources Information Center), and the GPO (Government Printing Office) Monthly Catalog (government publications). Some of the findings of the study were as follows: (1) retirees are an important source of volunteers, especially now that volunteers are more acutely needed because of the increase in the numbers of frail elderly and reductions in funding for human service programs; (2) a large number of volunteer programs involve service from and to older adults, with a variety of motives for volunteering; (3) the majority of the programs involve expressive/community activities, health-related services, and school projects; (4) volunteerism is a positive experience both for the giver and the receiver; (5) some volunteer programs involving older adults have been unsuccessful; and (6) problems exist in recruiting and retaining volunteers, and barriers lead to underuse, particularly of potential elderly volunteers. Recommendations were to make greater use of elderly volunteers and to use volunteers to help frail elderly persons maintain their independence and quality of life. (88 references) (KC)

Chow, Nelson W. S.; Kwan, Alex Y. H.
Caregiving in Developing East and Southeast Asian Countries and
Caregiving among Middle and Low Income Aged in Hong Kong.
International Exchange Center on Gerontology, Tampa, FL.

PUB DATE- May 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); *Caregivers; *Family Caregivers;

Foreign Countries; *Frail Elderly; Futures (of Society); *Low
Income Groups; Older Adults; *Urban Population
IDENTIFIERS- Asia (East); *Asia (Southeast); *Hong Kong

This report consists of two papers on caregiving in Asian countries. The first, "Caregiving in Developing East and Southeast Asian Countries" by Nelson W. S. Chow, discusses the change in the caregiving pattern for the urban elderly in developing countries of East and Southeast Asia. It includes examples from studies carried out in Singapore, Hong Kong, Taiwan, the Republic of Korea, and Shanghai. It is noted that, although the majority of the urban elderly are living with their families, the difficulties they encounter are still great, and the dependent economic position in which most of the elderly find themselves has reduced the respect shown to them and has made them feel inadequate and isolated. The second presentation, "Caregiving among Middle and Low Income Aged in Hong Kong" by Alex Y. H. Kwan, highlights some of the problems faced by the elderly when a society moves from being a traditional agrarian, trading-port community into an urbanized, international finance society of nearly 6 million people. Strains being experienced by the elderly and their families are identified, with an emphasis on caregivers and how Western values tend to affect support systems and family networks. The usefulness of community care programs in Hong Kong is examined. The article concludes that, although the family system is still playing the major role in providing the elderly with necessary care, the kind of care provided is far from satisfactory. (NB)

ED 313 638 CG 022 161

Harkins, Christine M.; And Others
The Ecology of Substance Use: Family Characteristics of High-Risk Teens.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

GRANT- DA04022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Family Characteristics; *Family Influence; *Parents; Predictor Variables; Secondary Education; Secondary School Students; *Substance Abuse

The most recent prescriptions for substance abuse prevention call for parent involvement in all phases of school and community programs, in addition to parent education programs. However, surprisingly little is known about the ways in which family variables influence patterns of adolescent substance use. This study examined a sample of families with an adolescent at high risk of substance use to determine the correlates and ecological precursors of substance abuse. Data were collected from parents (N=154) of middle and high school students identified as being at high risk for substance use. The results showed that families of high risk youth differed significantly from samples of "normal" or non-high risk families, and on some dimensions appeared to be quite similar to clinically distressed samples despite the absence of psychopathology and delinquency. Of particular interest was the fact that the high risk sample reported a higher incidence of exit life events, suggesting that preventive intervention relevant to life transitions and death of a friend or family member may be useful in reducing the impact of these events on family functioning. The findings offer support to systems notions of substance use, with low family cohesion, high conflict and dissatisfaction with family functioning in conjunction with parental perceptions of helplessness creating a climate with few barriers to adolescent substance use. (ABL)

ED 313 653 CG 022 177

Schlesinger, Stephen E.; Horberg, Lawrence K.
Comprehensive Treatment of Addictive Families.
PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Counseling Techniques; Counseling Theories; *Drug Addiction; *Family Counseling; Family Health; *Family Problems; *Family Relationship; Models; Well Being

This article describes a practical approach to treating addictive families, designed to help them repair the damage, create more satisfying lives, and prevent long-lasting deleterious effects, commonly associated with "co-dependency" and "children of addicts." This approach is grounded in a developmental model of family recovery which was devised to meet the shared needs of members of this population while, at the same time, taking into account their high level of diversity. The following four points summarize the highlights of this approach. First, the approach focuses on engaging all interested family members in a journey from chaos to family health. It takes issue with those approaches which view the family as an instrument to coerce the addict into recovery, with those which ignore the addiction, and with those which ignore the family's needs. Second, for many families, the journey begins in a state of exasperation, hopelessness, and helplessness. The journey reaches a state in which family members feel hopeful about, in charge of, and competent to handle their lives. Third, the approach focuses on helping family members confront the addiction itself by engaging in a stepwise process of withdrawing from destructive experiences related to addiction. Fourth, there are specific actions and foci of attention required for successful recovery. These developmental tasks are organized into four main groups: getting started, strengthening the family, confronting the addiction, and thriving as a family. The greater part of this paper consists of a detailed description of these four tasks. (ABL)

ED 313 696 CS 212 023

Olson, David R.

Interpretation and the Autonomy of Written Texts.

PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ambiguity; *Cognitive Development; Educational Research; Elementary Education; Memory; Text Structure
IDENTIFIERS- Discourse; *Text Factors; Text Learning

Textual meaning is not autonomous--not only do the meanings of texts change as contexts change but also the textual or sentence meanings change as cultural conventions change. A series of preliminary studies have established that children into the early school years believe that the speaker's intentions, especially when the speaker's belief is false, make their way to the listener even when there is no lexical means for conveying that intention. These studies indicate that children tend to conflate what a speaker means with what the utterance means. With age and schooling they come to see these two "meanings" as independent. Children come to revise their estimate of the meaning intention on the basis of the linguistic or sentence meaning. They begin to treat that textual meaning as autonomous. But what continues to be the case is that the basic distinctions required for literate interpretation continue to be useful for distinguishing between the properties of the text which are "taken as given" for any particular purpose and the set of construals or interpretations that can be made of that text. In learning to distinguish meanings from intentions, and thoughts from expressions, children take the first step on the path which proceeds from taking facts as given and then organizing those facts into some theoretical scheme. (Thirty-eight references and a table of data are attached.) (RS)

ED 313 712 CS 212 176

Bradley, Jane
On Teaching Women and Creativity: Speaking from the Margins.
PUB DATE- Jun 89
NOTE- 8p.; Paper presented at the Annual Meeting of the National Women's Studies Association (11th, Towson, MD, June 14-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Area Writing; *Creativity; Critical Reading; *Females; Feminism; Figurative Language; Higher Education; Literature; Self Expression; *Womens Studies
IDENTIFIERS- Aesthetic Reading; *Feminist Criticism; *Women in Literature

When asked to teach a newly-created course entitled "Women and Creativity," a woman who loved teaching was eager for the opportunity to share stories about women with a class made up primarily of women. The course proposal, course objectives, and suggested texts initially seemed so outlined in scholarly language that the concept of creativity appeared imprisoned. The first topic of discussion was to analyze the traditional metaphor of the creative process, the muse, and to investigate differences between male and female conceptions of creativity. This led to the discovery that for women, creativity often was a subversive act in which they found a freedom and a validity in deviating from traditional male constructs of the world. Discussion was followed by two assignments designed to help students discover that every discipline has a woman in it somewhere who has shaken the foundations. First, students were asked to write and give a report on a creative woman in their field of interest. Second, students were asked to work in teams, to research creative women, and to compile a small anthology on women and creativity. Class discussion during the rest of the course revealed a continuous return to three themes which also served as topics for essays: (1) the dilemma of woman as outsider with the double urge to fit in and to rebel; (2) the creative work of women produced by personal suffering; and (3) the creative sensibility of women which stems from their ability to transcend their own identities and merge with others. (KEH)

ED 313 728 CS 506 922

Ulrich, Walter

First Negative.

PUB DATE- 20 Nov 89
NOTE- 7p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Persuasive Discourse; Public Speaking; Verbal Communication
IDENTIFIERS- Cross Examination Debate Association; Debate Coaches; Debate Ethics; *Debate Strategies; Debate Theory; *Debate Tournaments

The first negative is often an underutilized speech. The question is what can be done to increase the importance of the first negative speech? The preparation of a superior first negative speech begins prior to the round by developing briefs, coordinating arguments with the second negative, and having a pre-round discussion to reduce the possibility of contradictions. In many of today's debates there is a great deal of emphasis on theoretical issues and topicality. All topicality arguments can do is define the nature of the resolution and how the debate should be evaluated. Two misinterpretations that are often made by negative debaters include: (1) thinking that a fixed set of theoretical rules apply to all debates; and (2) the way that topicality should be resolved. In most cases, the first negative should attack the bulk of the case. Not every affirmative argument should be attacked; instead, the negative speaker should determine what affirmative arguments are crucial to the case, and should emphasize those arguments. It has become increasingly common for the first negative to present a very short version of an argument in order to make the second affirmative respond to the argument. Successful negative strategy requires hard work and planning, before, during, and after the round. (MG)

ED 313 516 CE 053 677

Reducing Adult Illiteracy in New York State: The Role of the Public and Private Sectors. Staff Report.

Alliance, an Association for Alternative Degree Programs.

PUB DATE- Oct 87
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; Adult Reading Programs; Basic Skills; *Business Responsibility; Community Cooperation; Educational Cooperation; *Functional Literacy; *Government Role; *Literacy Education; State Action; *State Departments of Education; State Programs; Statewide Planning
IDENTIFIERS- *New York; Workplace Literacy

A comprehensive strategy for allocating New York's resources for combating illiteracy must be adopted. The state's education department must become more active in coordinating literacy education efforts by publishing and circulating a directory of all public, private, and volunteer literacy services currently available. The state education department's existing regional literacy task forces must better monitor and coordinate volunteer efforts and incorporate private sector initiatives. The state should finance a study to determine the long-term effects of state-funded literacy training efforts so that the costs of illiteracy and the benefits of training can be quantified more accurately. The state should improve the type of data available on literacy programs and illiterate adults. The private sector should play a more active role in addressing adult literacy by establishing on-the-job literacy education programs, donating financial resources, recruiting volunteers, offering meeting space, supporting public awareness programs, and participating in regional literacy programs. In order to help expand private sector literacy activity, the public sector should fund research on the effectiveness of various approaches to literacy instruction, disseminate information on the occurrence of literacy throughout the state, and fund literacy programs for target populations likely to be missed by private sector efforts. (The document contains 53 references.) (CML)

ED 313 529 CE 053 724

Vocational-Technical Education. Preparing a Work Force for the Challenges of the 1990s and Beyond. Evaluation Report.

North Dakota State Council on Vocational Education, Bismarck.

PUB DATE- Jan 87

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Compliance (Legal); Delivery Systems; Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; *Program Effectiveness; *Program Improvement; Secondary Education; State Federal Aid; State Programs; Technical Education; *Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; North Dakota

This report presents the findings and recommendations of the North Dakota Council on Vocational Education on the effectiveness and adequacy of the state vocational education delivery system in carrying out the purposes of two federal acts, along with the coordination that took place between the two acts. The acts are the Carl D. Perkins Vocational Education Act and the Job Training Partnership Act, which together provided nearly $10 million to assist North Dakota in offering training and retraining opportunities to meet the employment and training and vocational-technical education needs of the state. The report provides a detailed account of the purposes and implementation of both acts and of their coordination and includes the following recommendations: (1) the state should intensify its efforts to coordinate the various agencies providing training and vocational-technical education to adults, particularly displaced workers, single parents, older workers, and other at-risk adults; (2) the state should find out how to operate mobile laboratories for adult training; (3) additional consumer and homemaking education curriculum should be developed; (4) the state should try to eliminate sex bias in job training and job placement; (5) the state should assess training needs for prison inmates; (6) more coordination between agencies offering training under the Governor's Employment and Training Forum should be sought; and (7) marketing strategies should be developed to improve the image and public awareness of vocational-technical education. (KC)

ED 313 555　　　　　　　　　CE 053 818

Consideration of Various Legislation and the VA's Administration of the Vocational Rehabilitation Program. Hearing on S. 2462, S. 2463, S. 2207, S. 2396, S. 2446, S. 2459, S. 2293, S. 2294, S. 2394, S. 2419, and S. 2464; and Oversight of the VA's Administration of the Program of Training and Rehabilitation for Veterans with Service-Connected Disabilities under Chapter 31, before the Committee on Veterans' Affairs, United States Senate, One Hundredth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.

REPORT NO.- Senate-Hrg-100-1004
PUB DATE- 16 Jun 88
NOTE- 500p.; Small type in prepared/submitted statements/comments.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Compliance (Legal); *Federal Legislation; Hearings; Medical Services; Postsecondary Education; Training Allowances; *Veterans; *Veterans Education; *Vocational Rehabilitation
IDENTIFIERS- Congress 100th; *Veterans Administration

The oral and written testimony recorded in this report considered a number of amendments to the Vocational Rehabilitation Program, as well as the administration of programs by the Veterans' Administration (VA) and its hospitals. Among the legislation reviewed were proposals to: (1) improve the VA's capability to provide services to veterans suffering from mental illness through the designation of centers for mental illness research, education, and clinical activities; (2) start a pilot program to provide assistive animals to veterans who are service disabled; (3) extend the VA's authority to continue major health care programs; (4) authorize the appointment of VA-trained graduates in certain health care occupations without regard to civil service hiring procedures; (5) extend by 1 year the VA's authorization to furnish respite care to chronically ill veterans; and (6) provide new categories of veterans with eligibility for readjustment counseling. Texts of the proposed legislation are included in the report. (KC)

ED 313 569 CE 053 850

Conrad, Dan; Hedin, Diane
High School Community Service: A Review of Research and Programs.

National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 44p.
GRANT- G-008690007-89
AVAILABLE FROM- Document Service, National Center on Effective Secondary Schools, Wisconsin Center for Educational Research, 1025 West Johnson Street, Madison, WI 53706 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Citizen Participation; Community Programs; *Community Services; High Schools; *High School Students; Program Effectiveness; *School Activities; *School Community Relationship; *Volunteers

This paper is a status report on efforts to make community service a part of the educational experience of high school students. It reviews the current educational debate, describes policies and practices including specific programs, summarizes research findings on the impact of service, and suggests some critical issues that confront educational researchers, policymakers, and practitioners. Some highlights of the report are as follows: (1) as of the mid-1980s, more than one-fourth of high schools offered community service programs for their students; (2) the most common means of service is through co-curricular school clubs and special school events such as holiday food drives; (3) some high schools, especially Catholic and private schools, require service to meet graduation requirements; (4) arguments in favor of service in the curriculum have appeared in the literature since the turn of the century; (5) some proponents of the practice emphasize the character-building potential of service, its power to promote basic democratic values and to develop patterns of responsible behavior; (6) others stress the potential of service to vitalize education by stressing that it requires the application of academic learning; (7) there is general agreement that a heightened sense of personal and social responsibility, more positive attitudes toward adults and toward those served, enhanced self-esteem, growth in moral and ego development, and more complex patterns of thought result from service programs; and (8) research and the testimony of participants both support the idea that school-based community service merits further trial. The document includes 45 references and an appendix listing publications and resource organizations for developing service programs. (KC)

ED 313 596 CG 022 114

Starzyk, Patricia M.
Alternative Maternity Services in Washington State.
PUB DATE- 17 Nov 88
NOTE- 12p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Birth; *Health Services; *Obstetrics; *Pregnancy; *Social Services
IDENTIFIERS- *Washington

The nature of maternity services has changed in the past 20 years, with a movement away from traditional (physician delivery in a hospital) towards other alternative services. This study examined alternative maternity services in Washington State, which ranks eighth in the country in the use of such services. Data were collected from birth and infant and fetal death certificates. A delivery was considered alternative if it occurred outside of a hospital and/or was delivered by a non-physician attendant, typically a midwife. The findings revealed that alternative maternity services in Washington were used by a select group of low-risk women with generally favorable pregnancy outcomes. Trend data showed that more low-risk women were choosing these services every year. This increase, coupled with the fact that 45% of Washington women having babies are in this low-risk category and could thus choose alternative services, suggests that any consideration of new delivery technologies must take into account the desire for "low-tech" alternatives. (NB)

ED 313 624 CG 022 147

Onestak, David M.; And Others
Family Variables and Alcohol Use in High Risk Adolescents.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
GRANT- DA04022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; *Drinking; *Family (Sociological Unit); Models; *Parent Child Relationship; *Predictor Variables; Secondary Education; *Secondary School Students; *Substance Abuse

Substance abuse among adolescents continues to be a serious problem and a national concern. Most of the research on family correlates of substance abuse has been conducted with teenage addicts and has consisted primarily of reports obtained from the substance abusing adolescent only. This study attempted to identify clusters of family variables that may be causally related to adolescent substance abuse. Data were collected from 154 parents who represented 116 families of middle and high school students identified at high risk of substance use. Family support, communication and conflict intensity, parental coping styles, substance use, health status, life stress, and attitudes towards adolescent substance use were assessed from the parental perspective. The relationship between these family variables and substance use reported by the adolescent was investigated. A statistical model was developed to more fully elaborate the precise relationships between various family characteristics and adolescent substance use. The most striking effect in these models was the combined role of parental and sibling alcohol use, supporting hypotheses about the role of modeling, facilitation, and lack of negative consequences as contributors to adolescent substance use. Findings emphasize the importance of family factors as predictors of adolescent alcohol use. (ABL)

ED 313 666 CS 009 859

Lore, Rosemary; Chamberlain, Ed
Language Development Component, Secondary Reading Program 1988-89. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communication Skills; Compensatory Education; Computer Assisted Instruction; High Schools; High School Students; Inservice Teacher Education; Program Effectiveness; *Program Evaluation; Public Schools; Reading Diagnosis; *Reading Difficulties; *Reading Programs; Reading Research; *Reading Skills; *Remedial Programs; Underachievement
IDENTIFIERS- *Columbus Public Schools OH

Designed to improve underachieving high school students' reading and communication skills, the Secondary Reading Program served 595 ninth, tenth, and eleventh graders in 12 Columbus, Ohio, public schools. Funding was made available through the Ohio Disadvantaged Pupil Program Fund (DPPF). Thirteen teachers participated in the 1987-88 program, eight of them using computer-assisted instruction (CAI) to teach 402 students, and four of them serving 193 students with regular program instruction. Diagnostic tests assessed students' individual reading strengths and weaknesses. Data analyzed included pretest and posttest scores, and inservice evaluation forms. Specific objectives of the program were (1) that pupils who attended 80% of the 5.7-month training period would show an average of 1.0 Normal Curve Equivalency (NCE) for each month, and (2) that program personnel would be provided at least two inservice sessions and that at least 80% of the personnel attending each session would rate the session as valuable. The first objective was not attained, while the second objective was technically attained but fell short of the intent of the objective. Several recommendations for the 1989-90 school year program include conducting a followup study and restructuring the program. (Eleven tables of data are included, and evaluation forms are appended.) (RS)

ED 313 680 CS 009 873

Watt, Susan L.

The Effects of Reading Aloud on a Child's Disposition to Reading.

PUB DATE- Dec 89

NOTE- 34p.; M.A. Thesis, Kean College. Blurred, dot matrix type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Early Experience; Parent Participation; *Parent Student Relationship; Primary Education; Questionnaires; *Reading Aloud to Others; *Reading Attitudes; Reading Research; Young Children
IDENTIFIERS- Descriptive Research; New Jersey

A descriptive study examined whether reading aloud to children regularly beginning at infancy would have an effect on their future disposition to reading. Subjects, 487 kindergarten through third grade students in Basking Ridge, New Jersey, were given a questionnaire to be completed by the parents. Ninety-seven questionnaires representing 116 children were returned for a response rate of 21.66%. Results indicated that a strong background of being read aloud to beginning during infancy had several positive effects: (1) strong positive attitudes towards books; (2) a larger scope of reading materials; and (3) the introduction of more involved reading material at earlier ages than their peers. (Nine tables of data are included; 23 references, the questionnaire, and the letter accompanying the questionnaire are attached.) (Author/RS)

ED 313 773 EA 021 412

Fabert, Barbara; Homlish, Kathleen

Assessing the Health of Schools--Educational Indicators and Outcomes Accreditation.

PUB DATE- Nov 88

NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); Change Strategies; *Educational Change; *Educational Development; *Educational Improvement; *Educational Quality; Educational Trends; Elementary Secondary Education; Excellence in Education

IDENTIFIERS- *Educational Indicators; *Kansas

Educational indicators or quality indicators are described. Many states are already using statewide indicators to assess school improvements and the impact of educational reforms. Indicators can basically be defined as statistics that assess desired outcomes, document improvements, and describe characteristics of educational systems. One successful district model for indicators found in east central Kansas is examined. The guiding principles for the Project for Determining the Quality of Schools (PDQS) are drawn from the research-supported characteristics of rural school improvement programs. The design and implementation phases of the project incorporated activities common to effective school improvement programs, that is, commitment and support, information dissemination, development of assessment instruments, data retrieval, data analysis and interpretation, and improvement plans focused on school/district goals. There have been significant improvements in student achievement, instructional variables, leadership characteristics, and school climate factors over the 3 years that the PDQS has been implemented. Appended are eight figures and outcomes accreditation. (10 references) (SI)

ED 313 803 EA 021 486

Hodgkinson, Harold L.
Illinois: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-71-6
PUB DATE- Jan 89
NOTE- 15p.; Charts printed on colored or illustrated backgrounds may not film clearly.
AVAILABLE FROM- Publication Sales, Institute for Educational Leadership, 1001 Connecticut Ave., N.W., Suite 310, Washington, DC 20036 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Population Trends; *Public Education; School Demography; Socioeconomic Influences; Socioeconomic Status; State Aid; *State Norms
IDENTIFIERS- *Illinois

Illinois, a large and predominantly urban state, is growing very slowly. It has not done well in creating new jobs; manufacturing jobs declined more and service jobs increased less than nationwide. The state is, however, a national leader in beef, hog, and soybean production. Chicago, in addition to being the financial capital of the Midwest, is one of the three places in the country where law and finance have converged to form a massive new industry related to "the making of money." Chicago has outstanding facilities for higher education, with 34 private colleges and universities and 25 public ones. The state's per capita income to per pupil expenditure ratio suggests, though, that Illinois is seriously deficient in its support of public education. Within Chicago, there are no predominantly low-income White schools and no middle-class Black or Hispanic schools; virtually all minority innercity high schools lack basic precollegiate courses. Illinois has succeeded in building a major system of higher education, including both public and private institutions, that is diverse and of high quality. Although funding has been inconsistent in recent years, the system still works well, even though it seems to ignore the unique needs of Chicago. (20 references) (KM)

ED 313 817 EC 212 279

Coston, Caroline A., Ed.
Planning and Implementing Augmentative Communication Service Delivery. 2: Proceedings of the National Planners Conference on Assistive Device Service Delivery.
RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-932101-16-X
PUB DATE- 88
NOTE- 212p.; For related document, see EC 212 278.
CONTRACT- 300-83-0189
GRANT- G008535151
AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20061-4813 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Assistive Devices (for Disabled); Communication Aids (for Disabled); *Communication Disorders; *Delivery Systems; Fund Raising; Program Development; Program Evaluation; Program Implementation; *Rehabilitation; Technology
IDENTIFIERS- *Augmentative Communication

The document consists of 30 author contributed chapters concerned with augmentative communication service delivery. Chapter titles and authors are: "Communication Options for Persons Who Cannot Speak: Planning for Service Delivery" (David Beukelman); "Planning Service Delivery Systems" (Roland Hahn II); "Planning Ohio's Augmentative Communication Problem Solving Consortium" (Julia Todd and Mary Binion); "Issues in Planning a Statewide Technology Service Delivery Program for Special Education" (Gregg Vanderheiden); "Planning Service Delivery Systems (The Florida Model)" (Edythe Finkley); "The Planning of the Service Delivery System Implemented at the Rocky Mountain Regional Center for Augmentative Communication at Memorial Hospital of Boulder" (Andrea Mann); "The Minneapolis Public Schools Augmentative Communication Program Planning Model: An ASHA Model Outreach Site" (Deanne Magnusson); "Funding Assistive Device Services and Individual Equipment" (Richard Dodds); "Creative Funding for Augmentative Communication Services" (Marilyn Buzolich); "Perspectives on Funding" (Carol Cohen); "Funding: How You Can Make It Work" (Anna Hofmann); "Funding and Service Delivery of Augmentative Communication Devices in Ontario, Canada: Status and Issues" (Penny Parnes); "Service Delivery and Related Issues at the Trace Research Center" (Roger Smith); "Implementing a Service Delivery Program: Experiences in Pennsylvania" (Mary Brady); "Michigan's Living and Learning Resource Centre" (Donna Heiner); "An Outreach Program: Addressing the Needs of the Physically Impaired in Rural Communities" (Elizabeth Moore and Deborah Allen); "The Implementation of the Service Delivery System at the Rocky Mountain Regional Center for Augmentation Communication at Memorial Hospital of Boulder" (Judith Haddow); "A Center-Based Model for Evaluation of Augmentative Communication Needs" (Sally Cook); "Minneapolis Public Schools Augmentative Service Delivery System" (Deanne Magnusson); "Non-Oral Communication Services: Service Delivery Model" (Marilyn Buzolich); "Communication Options for Persons Who Cannot Speak: Assessment and Evaluation" (David Beukelman and Pat Mirenda); "Assessment and Evaluation: Matching Students and Systems" (Joan Bruno and Barry Romich); "Overview: Evaluation/Assessment Defined and In Relation to PL 94-142 and PL 99-457" (Sara Brandenburg); "The Assessment and Evaluation of Clients for Augmentative Communication Systems: The Pennsylvania Model" (Colleen Haney and Karen Kangas); "Assessment/Evaluation of Clients" (Edythe Finkley); and "Evaluating the Need for Augmentative Communication (Faith Carlson). (DB)

ED 313 830 EC 221 346

Harvey, David C.; Decker, Curtis L.

HIV Infection Legal Issues: An Introduction for Developmental Services. Technical Report on Developmental Disabilities and HIV Infection, Number 2.

American Association of Univ. Affiliated Programs for Persons with Developmental Disabilities, Silver Spring, MD.; Children's Hospital Medical Center, Boston, Mass.; National Association of Protection and Advocacy Systems, Washington, DC.; Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- Jun 89
NOTE- 7p.
GRANT- 03DD0135
AVAILABLE FROM- American Association of University Affiliated Programs, 8630 Fenton St., Suite 410, Silver Spring, MD 20910.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; *Agency Role; Children; *Court Litigation; Delivery Systems; *Developmental Disabilities; Health Services; *Legal Responsibility; Rehabilitation; Social Services

As agencies and programs serving individuals with developmental disabilities are called upon to serve a new population of individuals with human immunodeficiency virus (HIV) infection, they will be forced to confront complex legal questions. This paper discusses the legal frameworks in which individuals with HIV infection are considered eligible for developmental services. Legal cases and statutory frameworks which serve as the basis for disability policy are summarized. The legal implications of HIV infection for service providers are discussed, focusing on access to services, education, child welfare and residential services, segregation of services, HIV testing, informed consent, confidentiality, records, duty to warn, and liability. (JDD)

ED 313 873 EC 221 742

Parsons, Marsha B.; Reid, Dennis H.
Assessing/Training a Choice-Making Skill To Allow Persons with Profound Mental Retardation To Express Food Preferences.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Caregivers; Communication Skills; *Decision Making; *Food; Identification; Prediction; *Severe Mental Retardation; Skill Development; *Training Methods
IDENTIFIERS- *Choice Behavior; *Food Preferences

This paper evaluates a program for assessing and/or training choice-making skills as a means of providing opportunities for adults with profound mental retardation to express food and drink preferences. In Experiment 1, the assessment/training procedure involving repeated, paired-item presentations, resulted in active choice-making and the identification of distinct preferences for all five participants. Results also indicated that the opinion of the participants' caregivers was not very predictive of which food and drink items the participants would choose when given an opportunity. A survey of 41 service providers supported the importance of persons with severe handicaps having meal-related choices, and indicated that this population has a relative lack of such choices. In Experiment 2, the practicality of the assessment/training procedure was supported by demonstrating that: (1) routine caregivers of 13 clients could apply the procedure to provide choice opportunities and identify preferences; and (2) results of the procedure were predictive of participant choices when provided with a less structured and more normal opportunity to express preferences during ongoing mealtimes. (19 references) (Author/JDD)

ED 313 887 EC 222 008

Transition from School to Adult Life: A Handbook for Service Providers.

North Carolina State Dept. of Public Instruction, Raleigh. Support Services Area.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 125p.
GRANT- G008530187
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Cooperative Planning; *Disabilities; Educational Planning; *Education Work Relationship; Elementary Secondary Education; Models; Needs Assessment; Networks; Program Development; *Transitional Programs
IDENTIFIERS- North Carolina

This handbook was developed to assist human services representatives in forming interagency linkages and planning more effectively for the transition of handicapped youth from school to adult life. A model is presented as a framework for conceptualizing the student's movement through various educational levels and for planning the transition from school to adult life. Also discussed are the planning process, written plans for transition, student and parent involvement, and transition planning teams. Problems frequently encountered in implementing transition services and strategies for resolving the problems are presented, focusing on interagency linkage, community-based training, transportation, liability, wage and hour information, graduation requirements, follow-up of graduates, transition in rural areas, physical requirements of adult life, and transition considerations for specific disabilities. Appendixes contain a community self-appraisal instrument for assessing current status and needs in transition services; forms for individual transition planning; a directory of statewide North Carolina resources that work with disabled youth or their families; forms developed by individual local school administrative units, including form letters to parents, student evaluation checklists, school-business agreements, and training plans; interagency agreement samples; a glossary; and a bibliography of 29 items. (JDD)

ED 313 583   CE 053 881

Chynoweth, Judith K.
Enhancing Literacy for Jobs and Productivity. Academy Final Report.
Council of State Policy and Planning Agencies, Washington, DC.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-0-934842-58-2
PUB DATE- 89
NOTE- 122p.
GRANT- 99-7-3415-98-336-02
AVAILABLE FROM- Council of State Policy and Planning Agencies, 400 North Capitol Street, NW, Suite 285, Washington, DC 20001 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Change Agents; Change Strategies; Cooperative Planning; *Cooperative Programs; Corporate Education; *Educational Administration; *Educational Policy; Functional Literacy; Linking Agents; *Literacy Education; Program Development; School Business Relationship; *State Programs
IDENTIFIERS- Florida; Idaho; Job Training Partnership Act 1982; Massachusetts; Michigan; Missouri; North Carolina; Tennessee; Utah; Virginia; *Workplace Literacy

This document reports how the Council of State Policy and Planning Agencies (CSPA) Academy process helped nine states develop workplace literacy initiatives involving their governors' offices, the Job Training Partnership Act system, and the educational system. The states were Florida, Idaho, Massachusetts, Michigan, North Carolina, Tennessee, Utah, Virginia, and Missouri. An executive summary provides an economic rationale for the initiatives and describes project participants; the notion of workplace literacy; the CSPA Academy process; the accomplishments (four states designed comprehensive, integrated approaches to the problem; three states created special interagency projects or programs; and two states strengthened their interagency understanding of the problem and laid the groundwork for change); and the lessons learned from the project. Chapter 1 introduces the project. Chapter 2 frames the issues and presents the working partnerships needed to resolve them. Chapter 3 discusses the major steps in the policy development cycle and illustrates with specific examples how the states constructed their literacy policies and action plans. Chapter 4 presents an overall assessment of the results. Chapter 5 presents in detail each state's experience, process, and products as it moved through the academy. Six references appear. The appendix contains the names and addresses of state team members. (CML)

ED 313 745 CS 506 951

Majors, Randall E.
Zen and the Sport of Public Speaking.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Communication Skills; *Demonstrations (Educational); *Discipline; Higher Education; Mentors; *Public Speaking; Story Telling; *Teacher Student Relationship
IDENTIFIERS- *Zen Buddhism

Zen, described as "a way of spiritual enlightenment," is learned by submitting to a discipline. The learner must select a course of study and find a master. The master serves as a role model; he does not impart wisdom but merely creates a ground in which the student can study the discipline and discover his "inner self." Many limitations confront the teacher who wishes to employ the principles of Zen in an American classroom. Vast and pervasive differences exist between American and Asian cultures, many of which are beyond the control of the instructor. Zen methods are a way to infuse an entirely different attitude in a student towards education, a specific subject matter, the instructor, and the self-concept of the student. Zen techniques which can be used in teaching communication to provide a unique, and often revolutionary, starting place for learning include: (1) begin the class with meditation; (2) create in the classroom an atmosphere of calm; (3) give students personal attention; (4) enforce discipline; (5) internalize standards of performance; (6) teach by demonstration; and (7) teach with ritual, humor, and story. (MG)

ED 313 759 CS 506 975

Lowry, David N.; Rowland, Rick

Ministers as Interpersonal Communicators: A Comparative Survey among Southern California Churches.

PUB DATE- Nov 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Questionnaires (p.28-30) poorly legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Churches; *Clergy; Communication Research; *Communication Skills; Human Relations; *Interpersonal Communication; Nonverbal Communication; Protestants; Rapport; *Social Cognition
IDENTIFIERS- California (South); *Minister Role

A study was conducted to investigate ministers' interpersonal communicative skills from the viewpoint of their parishioners and to compare the perceptions of restoration tradition ministers (Churches of Christ) with those of other denominations. A 28-item survey investigating a variety of interpersonal communicative skills unique to ministers including listening, greeting, nonverbal characteristics, attentiveness, openness, and interpersonal communicator style was constructed and administered to 589 members of 12 churches. Results were factor analyzed and uncovered two underlying dimensions. The first, entitled comportment, represented the communicative qualities of friendliness, attentiveness, openness, and a comfortable feeling when communicating. The second dimension, entitled indecorous, represented negatively perceived communication behaviors including interruptions, defensiveness, and judgmental communication. Results indicated that restoration ministers were perceived less favorably across the comportment dimension and more favorably across the indecorous factor. Future studies might include other religious traditions, female clerics, as well as a variety of social and contextual variables. (Three tables of data are included. Two appendixes containing the surveys used and 15 references are attached.) (MG)

ED 313 789 EA 021 464

Edwards, Floyd H.
An Experiential Based Preparation Program for Principals.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Adult Learning; *College School Cooperation; *Cooperative Learning; Elementary Secondary Education; *Experiential Learning; *Field Experience Programs; Higher Education; *Principals
IDENTIFIERS- *Danforth Foundation; East Tennessee State University

The 1989 report of the National Policy Board for Educational Administration recommends that long-term relationships be established between universities and colleges to create partnership sites for clinical study, field residency, and applied research. The student intern's field residency depends heavily on field-based mentors, requiring a relationship that is intense, stimulating, and trusting. Developing high quality internships and field experiences requires planning, commitment, energy, and sensible logistical arrangements. The Danforth Program for the Preparation of School Principals at East Tennessee State University, initiated in 1980, incorporates all these desirable elements. In this program, the Danforth Foundation staff work with the faculty of four or five selected universities for 18 months to help faculty develop alternative principal preparation programs cooperatively with practicing school administrators. Emphasis is on experiential learning opportunities for prospective principals. University faculty and school administrators cooperate to ensure that candidates gain a working knowledge of school leadership standards and help them learn through multiple practice events in real school and community environments. Such a partnership takes advantage of both practical and academic knowledge. The various steps for developing the East Tennessee State University-Danforth Program are described at length, from steering committee formation through curriculum restructuring and program evaluation. (Five references) (MLH)

ED 313 846 EC 221 712

Hillegeist, Eleanor; Epstein, Kenneth

Interactions between Language and Mathematics with Deaf Students: Defining the "Language-Mathematics" Equation.

PUB DATE- Jul 89

NOTE- 28p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Abstract Reasoning; *Algebra; *Deafness; Definitions; *Difficulty Level; *Equations (Mathematics); High Schools; Language Skills; Manual Communication; *Mathematics Instruction

IDENTIFIERS- Gallaudet University School Preparatory Studies DC

The study examined the relationship between language and mathematics with 11 classes of deaf students taking Algebra 1 or Algebra 2 at the Gallaudet University School of Preparatory Studies. Specifically, the study attempted to predict the difficulty of a variety of relatively simple algebra problems based on the abstractness of the math and the amount of English required. Types of equations and problems were categorized into five categories based on mathematical abstractness and English requirements. The study found that difficulty levels across groups consistently showed the following sequence: concrete, If/Then--concrete, abstract, If/Then--abstract, and If/Then--abstract plus extraneous English information. Somewhat surprisingly, the If/Then English construction was less difficult than substituting an alphabetic variable for a number. Problems with defining signs and mathematical terms are noted as are approaches to the use of space to explain concepts. The importance of developing an adequate language of instruction to help students integrate the semantic and syntactical aspects of mathematics and language is stressed. (DB)

ED 313 860 EC 221 727

Correia, Claire L.
Mainstreaming.
PUB DATE- Sep 88
NOTE- 36p.; Paper presented at the Convention of the Canadian Education Association, "Learning and Leading" (Regina, Saskatchewan, Canada, September 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultants; *Delivery Systems; Demonstration Programs; *Disabilities; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; Long Range Planning; *Mainstreaming; Models; *Program Development; *Program Implementation; *Social Integration; Special Education Teachers; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *New Brunswick (Saint John)

The speech examines mainstreaming of handicapped students in the context of Canadian culture. Integration is seen to be a more appropriate term since it better reflects the pluralism of Canadian society. Basic goals of the Canadian educational system as a whole are identified and recent legislative actions at the provincial and federal level in Canada are summarized. Different models of integration are described including the resource room model, the revolving door model, the specialist teacher, the resource teacher/consultant, individualized instruction, and the segregated classroom within the regular school. Integration requires accessible school buildings, professional and paraprofessional support services, and provision for continuous assessment. The paper specifically reviews the St. John (New Brunswick) 5-year plan for implementation of a fuller integrative model, and reactions of consumer/participants. Presented are the plan's statement of philosophy and identified goals of special education. Evaluation indicates greater personnel needs especially in such areas as speech pathology, psychotherapy, physiotherapy, and occupational therapy. An inservice program to train special education teachers to provide resource/consultant services rather than pull-out services is noted. After the first year of the program, responses of teachers have been generally favorable though they report an increased workload. Negative responses of one student are cited. (DB)

ED 313 542 CE 053 747

Baines, Elizabeth Murrow
Volunteerism and Aging: A Bibliography. Working Paper Series.
Clemson Univ., SC. Strom Thurmond Inst. of Government and Public Affairs.
PUB DATE- 20 Oct 86
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Aging (Individuals); *Caregivers; Case Studies; Citations (References); Gerontology; Institutionalized Persons; Motivation; *Nursing Homes; *Older Adults; *Program Implementation; *Volunteers; Volunteer Training

This bibliography of materials on the elderly as volunteers and volunteer work with the elderly was compiled from six databases: Sociological Abstracts, PsycInfo, Magazine Index, Health Planning and Administration, ERIC (Educational Resources Information Center), and the GPO (Government Printing Office) Monthly Catalog (government publications). The 264 articles listed in the bibliography are sorted into the following categories: (1) the elderly as volunteers (motivation, programs and case studies, general); (2) volunteers working with elderly clients (institutionalized elderly, noninstitutionalized programs); and (3) general articles. Each citation provides information on title, author, source, language, document type, and database where found;

most include an annotation or abstract. (KC)

ED 313 611 CG 022 134

Sheppard, Harold L., Ed.
Social Service and Aging Policies: Taiwan, Hong Kong, and the United States. Proceedings (Taipei, Taiwan, May 1986).
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 88
NOTE- 243p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aging (Individuals); Foreign Countries; *Futures (of Society); *Housing; *Older Adults; Population Trends; *Public Policy; Social Services
IDENTIFIERS- *Hong Kong; *Taiwan; United States

This document contains presentations on the state of social services and care for the aging in Taiwan, Hong Kong, and the United States given at the 1986 International Conference on Social Service and Aging Policies. Included are a conference statement by T. H. Li, remarks by Shui-teh Hsu, the major of Taipei, and these presentations: (1) "The Value of Cross-Cultural Gerontology" (Harold L. Sheppard); (2) "Determining the Cultural Baseline" (Glen Golterman); (3) "Social Services for the Elderly in Taiwan" (National Association of Volunteers); (4) "Community Services for the Aged in Taipei" (John Lun-Hsun Chang); (5) "Community Support for the Elderly: Factors Influencing the Contribution of the Family" (Nelson W. S. Chow); (6) "The Aged Person's Perspective" (Judith A. S. Altholz); (7) "The Provision of Social Services in the United States" (Kermit Schooler); (8) "The Changing Aging Population: Implications for Social Services" (Maryann Nardone); (9) "The Challenge of Demographic Trends to Family Support Systems for the Elderly" (Edward Jow-Ching Tu); (10) "Family Care of the Aged in the United States" (Jordan I. Kosberg); (11) "Long Term Care Issues in Florida: Some Questions About the Role of the Family" (Richard D. Tucker); (12) "Financing and Delivering Health Care for the Elderly: Problems, Opportunities, and Strategic Response" (F. Edward Ranelli); (13) "The Financing of Long-Term Care" (Stanley Wallach); (14) "The Feasibility of Self-Sponsored Living Patterns by Old People of the Republic of China" (Ming-Cheu Chen and Richard Li-hsin Wang); (15) "Housing: People, Process, and Policy" (Gordon F. Streib); (16) "Migration and Housing: The Florida Experience" (Aaron Lipman); (17) "Advent Christian Village--More Than Housing" (J. Pomeroy Carter); (18) "Elderly Housing: Design Issues and Implications" (John R. McRae); (19) "Geriatric Residential and Treatment Systems: Florida's Unique Mental Health Program for Seniors" (Rowland W. Folensbee); (20) "Housing of Black Aged, Revisited" (Victoria E. Warner); (21) "Governmental Influences on Health Care for the Elderly" (Marie E. Cowart); (22) "The Effect of Government Services on Family Assistance Provided to the Frail Elderly: Research and Implications" (Amanda Barusch); (23) "The Federal Government Perspective" (Margaret Lynn Duggar); (24) "The State Government Perspective" (Lu Marie Polivka-West); (25) "Learning Needs of Older Adults" (Betty Gilkison); (26) "Health Care Marketers Should Map Strategies" (Charles H. Pimlott, Jr.); and (27) "The Market of Senior Citizens" (Warren French). (NB)

ED 313 681 CS 009 874

McWatters, Maria DeGise

The Self-Concept of the Retarded Reader and the Achieving Reader at the High School Level.

PUB DATE- Dec 89
NOTE- 33p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; High Schools; Reading Achievement; Reading Attitudes; *Reading Difficulties; Reading Research; *Self Concept; Self Concept Measures; *Self Evaluation (Individuals); Special Education
IDENTIFIERS- New York (Staten Island); Piers Harris Childrens Self Concept Scale

A study investigated whether there is a difference in the self-concept of retarded readers and achieving readers at the high school level. Subjects, 30 retarded readers in a special education program and 30 normal or above achieving readers from two suburban high schools in Staten Island, New York, completed the Piers-Harris Children's Self-Concept Scale. Results indicated that the retarded readers had positive but unrealistic ideas, goals, and aspirations concerning themselves. However, frequent observations inferred that these adolescents had an adequate view of self, as did observations of the group of normal or above achieving readers. (Two tables of data are included; 21 references and two tables of data are attached.) (Author/RS)

ED 313 697 CS 212 046

Michaels, Sarah; Bruce, Bertram
Classroom Contexts and Literacy Development: How Writing Systems Shape the Teaching and Learning of Composition. Technical Report No. 476.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Jul 89
NOTE- 60p.
CONTRACT- G-83-0051; OEG-0087-C1001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Classroom Environment; Classroom Research; *Computer Assisted Instruction; Computer Software;

Elementary School Teachers; Grade 6; Instructional Materials; Intermediate Grades; Writing Exercises; *Writing Instruction; Writing Processes; Writing Research
IDENTIFIERS- Quill (Computer Software); *Writing Contexts; Writing Development

This report argues for and illustrates an approach to the study of writing in school settings that integrates ethnographic analysis of classroom interaction with linguistic analysis of written texts and teacher/student conversational exchanges. The report explores the relationships among classroom contexts, computer-based innovations, writing practices, and actual written texts--based on long term participant observation in two urban, sixth-grade classrooms, over a 2-year period. The first two sections define the construct of a classroom writing system and discuss both the outside forces on the classrooms and the particular patterns of social organization that pre-dated the introduction of computer technology. The third section focuses on the function and use of the computer with QUILL software within each classroom writing system; the fourth section discusses the importance of teacher expectations in shaping student writing by using a case study to trace the development over time of a single composition, from first to final draft. The final section examines the conflicting purposes at work within a classroom writing system and the demands that those conflicting purposes put on both teachers and students in carrying out sensible writing and response in classroom encounters. The report concludes by discussing the interrelated implications that a writing systems approach has for equity, writing instruction, evaluation of innovations, and teacher education. Ten figures and four tables of data are included; 57 references and one appendix about the Quill software tools are attached. (KEH)

ED 313 713 CS 212 177

Survey of Academic Skills: Grade 12. Rationale and Content for
English-Language Arts.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0778-4
PUB DATE- 89
NOTE- 54p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State
Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($2.50
each, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Editing; *English; *Grade 12; High
Schools; *Language Arts; Reading Material Selection; State
Standards; Test Format; Writing (Composition); Writing Evaluation
IDENTIFIERS- *California Assessment Program; English Examinations;
*Test Content; Writing Test Prompts

This educator's guide to the California Assessment Program's English-Language Arts test describes what California's new reading and editing tests do and do not measure. The guide states that each test form consists of one reading passage from literature, science, or history-social science followed by a variety of questions on word meaning and comprehension (with emphasis on inference items). The guide points out that the new test deals with more difficult content and more complex thinking than the original did, and also that special efforts were made to include passages that would appeal to the diversity of ethnic groups in California. The editing test in the guide is based on student essays and consists of multiple-choice questions that assess the most commonly occurring errors in student writing. The guide includes three illustrative reading and editing test forms. (KEH)

ED 313 729 CS 506 927

Litterst, Judith K.; Ross, Roseanne G.

Beyond the Classroom: Discovery Learning in a Nonperformance Speech Communication Club.

PUB DATE- Nov 89

NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cooperative Learning; *Discovery Learning; *Experiential Learning; *Extracurricular Activities; Higher Education; Interpersonal Communication; Learning Activities; Models; Organizational Communication; *Speech Communication; *Student Organizations; *Student Participation

IDENTIFIERS- Saint Cloud State University MN; Student Led Activities

The Speech Communication Club at St. Cloud University (Minnesota), begun in 1981, serves as a good example of how nonperformance student organizations lead to student growth and departmental development. Results of a survey which measured the club's effectiveness indicated that students enter the organization with different goals dependent on the stage in their student career. Members report that these goals are being met. The primary responsibility of the advisors at this more mature level of program development appears to be twofold: first, to assist students in becoming more cognizant of the organization as a forum for extending class/textbook learning to their experience in the organization; and second, to assist department faculty in becoming cognizant of the ways in which the organization is assisting the department in achieving its goals. With the strong emphasis in post-secondary education on experiential learning, this nonperformance student organization offers still another channel for working with this concept within the field of speech communication, by drawing students to the observable and the concrete. (One figure is included, and an appendix containing the Communication Club Survey is attached.) (KEH)

ED 313 504 CE 053 554

Stevenson, Russell; Locke, Virginia O.
The Agricultural Development Council. A History.
Winrock International Inst. for Agricultural Development, Morrilton, AR.
REPORT NO.- ISBN-0-933595-15-8
PUB DATE- 89
NOTE- 235p.

LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- *Agricultural Education; Cultural Exchange; Developing Nations; Fellowships; Foreign Countries; International Cooperation; *International Educational Exchange; International Organizations; International Programs; Research Administration; *Research and Development Centers; Research Directors; Research Projects; *Rural Extension; Study Abroad; *Technical Assistance
IDENTIFIERS- *Agricultural Development Council; *Asia

This history of the Agriculture Development Council (ADC) consists of eight chapters and four appendices. Chapter 1 traces the early years of the ADC, from its inception in 1953 to 1957, the year of the retirement of the council's first director, J. Lossing Buck. The chapter covers the role of John D. Rockefeller, III, the incorporation of the Council on Economic and Cultural Affairs (which later became the ADC), early activities and programs, sources of financial support, and early policies. Chapter 2 describes the organization during the years 1957-1973, while Arthur T. Mosher was executive director, including the use of associates in the field, the council's training materials project, publications activities, guiding principles during the Mosher years, and projects conducted in particular Asian countries during that period. Chapter 8 describes the fellowship program under which 588 men and women from 17 countries studied for advanced degrees with the council's support from 1953 to 1985. Chapter 4 describes the Regional Research and Training program, which was begun in 1970 in 18 countries and which involved individual research grants, inservice training, seminars and workshops, professional exchanges, and publications. Chapter 5 covers research networks among U.S. universities funded through the ADC. Chapter 6 describes the years between 1974 and 1977, when the council was headed by Vernon W. Ruttan. Chapter 7 discusses the organization's activities between Ruttan's departure and Theodore M. Smith's assumption of leadership in 1979. Chapter 8 describes the Smith years, 1979-1985. The document contains 51 references. Lists of trustees, staff, and fellows, a comprehensive ADC publications list, and a statement of the organization's income by year are appended. (CML)

ED 313 517 CE 053 679

New Technologies in the 1990s: A Socio-economic Strategy. Report of a Group of Experts on the Social Aspects of New Technologies.

Organisation for Economic Cooperation and Development, Paris (France).

REPORT NO.- ISBN-92-64-13180-9
PUB DATE- 88
NOTE- 123p.; For a related document, see ED 303 140.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, NW, Suite 700, Washington, DC 20036-4095 ($21.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Automation; Culture Lag; Developed Nations; Economic Factors; Economic Opportunities; Economic Progress; *Futures (of Society); Information Technology; Labor Force Development; Linking Agents; *Modernization; *Policy Formation; Productivity; Research and Development; Research Utilization; *Science and Society; Sociocultural Patterns; *Socioeconomic Influences; Structural Unemployment; Technological Advancement; Technological Literacy; *Technology Transfer

The world needs a socioeconomic strategy--a set of interrelated policies that recognize that social and institutional changes at all levels of society are necessary to realize fully the technical and economic potential of new technologies. An assessment and dissemination of how different countries in the Organisation for Economic Co-operation and Development (OECD) have successfully adjusted their institutions and labor market practices is also needed. Effective implementation of change requires management commitment to deepen the involvement of those affected by new products, processes, and systems. Technological change cannot be realized without changes in the education and training system to produce a more highly skilled and educated work force. Social innovations are required to translate technology-induced productivity gains into higher employment. Having all society members equipped for making a useful contribution to economic and social life should become an objective of public policy. An investment climate should be created in which decisions to augment physical capital accompany decisions to augment intangible capital. An expanding world market is necessary for the socioeconomic strategy to succeed. Technological innovation and social change must be seen as an integrated process and should be managed as such. Technological assessments should be developed and maintained on a continual basis in order to contribute to informed public debate. This report by a multinational group of experts examines the national and international implications of new technologies in five chapters which discuss, respectively, the new structural challenge, the impact on employment and productivity, workplace flexibility, human resource development, and effects on society as a whole. A bibliography containing 196 entries concludes the document. (CML)

ED 313 556 CE 053 823

Job Training Partnership Act. Information on Training, Placements, and Wages of Male and Female Participants. Fact Sheet for the Chairman, Subcommittee on Labor, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-152FS

PUB DATE- Sep 89

NOTE- 22p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Washington, DC 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Employment Patterns; Employment Programs; Federal Programs; *Females; *Job Placement; *Job Training; *Males; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Salary Wage Differentials; Wages

IDENTIFIERS- *Job Training Partnership Act 1982

A study was conducted of a representative sample of 5,467 adult Job Training Partnership Act (JTPA) participants who exited the program between July 1, 1985, and June 30, 1986 to determine the occupations in which male and female participants were trained and subsequently placed. Job skill level was classified as higher, moderate, or lower-level position. The study found that more than 3,800 adults in the sample received occupational training, either on the job or in occupational classroom training programs. The remaining participants received only job search assistance, basic education, and short-term work experience. The study found that a greater proportion of males were trained and placed in higher skill occupations. However, a greater proportion of females were placed in moderate skill positions. Women were more often trained and placed in clerical/typist and secretarial positions, whereas men were likely to be trained or placed in custodial, machine operator, or laborer positions. Overall, men tended to receive higher wages at placement regardless of the skill level or type of training. (The bulk of this document consists of six data tables giving numbers and percentages of males and females in various occupations in regard to training, placement, skill level, and wages.) (KC)

ED 313 597   CG 022 115

Pierce, Don; McClain, Robert
Missouri Curriculum Guide for Alcohol-Related Traffic Offenders' Program.

Missouri State Dept. of Mental Health, Jefferson City. Div. of Alcohol and Drug Abuse.
REPORT NO.- D.M.H.-Bulletin-10.012
PUB DATE- Jun 88
NOTE- 169p.; For related document, see CG 022 116.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcohol Education; *Correctional Education; *Drinking; *Driving While Intoxicated; *Traffic Safety
IDENTIFIERS- *Missouri

This document contains the second edition of the Alcohol or Drug Related Traffic Offenders' Program (ARTOP) curriculum guide developed by the Missouri Department of Mental Health to reduce alcohol-related traffic offenses by presenting factual information about the physical effects of alcohol on the body and on driving skills. The materials presented in the curriculum guide are to be used in ARTOP's 10 hours of education. An introduction is followed by a section on drinking and driving which examines the magnitude of the problem and discusses driving skills, the effects of alcohol on those skills, Driving While Intoxicated laws and penalties in Missouri, and alternatives to drinking and driving. A section on the physiology of alcohol describes how the body processes alcohol; blood alcohol content and physical signs of different levels; tolerance levels; the effects of alcohol on the body, including Fetal Alcohol Syndrome; and the use of substances in combination. The section on alcohol abuse and dependency explores motivations for use, economic costs, patterns of abuse and dependency, the disease concept of alcoholism, genetic factors, the effects of alcohol dependency on the family, the family response to alcohol dependency, and types of recovery resources. A list of six concluding tasks that need to be accomplished in the concluding phases of the program are given. Sample forms, program operations, and resource materials are appended. (NB)

ED 313 625 CG 022 148

Kalodner, Cynthia R.; DeLucia, Janice L.

Maintenance of Cognitive and Behavioral Change Following Weight Loss Programs: Two Examples.

PUB DATE- Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Advancement of Behavioral Therapy (23rd, Washington, DC, November 2-5, 1989).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Change; Behavior Modification; *Body Weight; Cognitive Restructuring; Counseling Effectiveness; *Eating Habits; Nutrition; Social Support Groups
IDENTIFIERS- *Weight Loss

The efficacy of behavioral weight loss programs has been systematically evaluated during active treatment and at follow-up intervals. Despite repeated calls for more comprehensive assessment of change, other sources of information about change in behavior, nutritional habits, and thinking patterns are often neglected. These studies examined the behavioral and cognitive changes that occurred during and after participation in behaviorally oriented weight loss programs. Cognitive, behavioral, nutritional, and social support treatments were utilized to explore potential differential effects. In the first study, subject (N=47) were blocked on sex and weight and then randomly assigned to one of two treatments: a behavioral treatment alone or a combined behavioral and cognitive treatment. In the second study, subjects (N=51) were blocked on sex and weight and then randomly assigned to one of four treatments: a behavioral treatment and social support; a combined behavioral and cognitive treatment; a combined behavioral and nutritional treatment; or a combined behavioral, cognitive, and nutritional treatment. The results indicated that once treatment stopped there was no further statistically significant change in behavior and/or thinking patterns. The curves of behavioral and cognitive measures were similar to the weight loss curves, suggesting that there may be some correlation between degree of continuation of new behaviors and thinking patterns and degree of continued weight loss. (ABL)

ED 313 639 CG 022 162

Borders, L. DiAnne
Learning To Think Like a Supervisor.
SPONS. AGENCY- North Carolina Univ., Greensboro. School of Education.
PUB DATE- 15 Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Structures; *Supervision; *Supervisors; *Supervisory Training

Several writers have suggested that a key to supervisor training is helping counselors assume the role and identity of a supervisor. In particular, they assert that a pivotal skill in this role transition is the cognitive shift from thinking like a counselor to thinking like a supervisor. This article focuses on one aspect of training that seems basic to the success of the variety of supervision training programs. The thoughts and behaviors of supervisors who have and have not made the role transition are contrasted and interventions that facilitate the cognitive shift are described. Included are illustrations drawn from experiences as a supervisor educator in academic and inservice settings. It is suggested that effective supervisors think of their counselors and of themselves as educators who create appropriate learning environments. It is claimed that beginning to think like a supervisor is the first step toward a larger goal of developing a cognitive map or conceptual framework for conducting supervision. The article concludes that the cognitive shift of thinking like a supervisor should be a conscious goal of supervision training; when trainers think like supervisor educators, their trainees will learn to think and behave like effective supervisors. (Author/ABL)

Schools without Drugs. What Works. Revised Edition.

Department of Education, Washington, DC.

PUB DATE- 89
NOTE- 96p.; For the first edition, see ED 270 215.
AVAILABLE FROM- Schools Without Drugs, Pueblo, CO 81009 (free); National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852 (free).
LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Alcohol Abuse; *Cocaine; Crack; *Drug Abuse; *Drug Education; Elementary Secondary Education; *Illegal Drug Use; Marijuana; Parent Influence; School Community Relationship; School Role; Smoking; Tobacco
IDENTIFIERS- *Steroids

This revised edition focuses on the prevention of drug use among school students, with increased attention to alcohol, tobacco, and steroids. The handbook, which begins with an introduction by Secretary of Education, Lauro F. Cavazos, provides new information about the effects of alcohol on young people; statistics on the harm it causes; and information on organizations that parents, students, and educators can turn to for help with questions about all drugs. After outlining a plan for achieving schools without drugs, the first section, "Children and Drugs," describes the nature and extent of the drug problem and summarizes the latest research on the effects of drugs on students and schools. Included are fact sheets on drugs and dependence, youth and alcohol, and cocaine/crack. The second section, "A Plan for Action," is divided into four parts according to what parents, schools, students, and communities can do. Suggestions for parents include instilling responsibility, supervising, activities, and recognizing drug use, while suggestions for schools focus on assessment, policy setting and enforcement, teaching about drug prevention, and enlisting the community's help. Fact sheets are included on signs of drug use, tips for selecting drug prevention materials, legal questions on search and seizure, and legal questions on suspension and expulsion. Students are advised to learn the facts in order to help fight drug use, while communities are advised to provide support and involve law enforcement in efforts to control drug traffic and use. Special sections are appended on teaching about drug prevention and using the law. Resources are provided on specific drugs and their effects, sources of information, and references. (TE)

ED 313 774 EA 021 426

Achilles, C. M.

Challenging Narcissus, or Reflecting on Reflecting.
PUB DATE- Oct 89
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council on Educational Administration (3rd, Scottsdale, AZ, October 27-29, 1989). 27-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Administration; *Educational Strategies; Elementary Secondary Education; Management Development; *Teaching Methods
IDENTIFIERS- *Reflective Practice

The concept of reflective practice and teaching people to be reflective practitioners is examined. The document begins with a look at professional knowledge according to three prominent professionals in the educational administration field: Schon, Schein, and Achilles. "Reflective" strategies that could be incorporated into courses and seminars, including critical analysis, are offered. Appended is an is an article by Paula F. Silver entitled "Reflectiveness in the Professions," a case record form, a list of processes of the reflective practitioner, an activity form, and a guide to writing critiques. (9 references) (SI)

ED 313 804 EA 021 487

Hodgkinson, Harold L.
Indiana: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-84-8
PUB DATE- 87
NOTE- 15p.; Charts printed on colored or illustrated backgrounds may not film clearly.
AVAILABLE FROM- Publication Sales, Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Minority Group Influences; Minority Group Teachers; *Population Trends; *Public Education; *School Demography; State Aid; *State Norms
IDENTIFIERS- *Indiana

Much of Indiana is sparsely populated and is concerned with agricultural activity; 70 percent of the state's population lives in its 13 metro areas. Partly because residents have done well without high levels of education, a small proportion of adults possess college degrees. Currently, many new jobs in Indiana are at the low end of services that pay very little compared with the manufacturing jobs they are replacing. If the state is to develop a healthy and diverse economy, it must build a "middle" into its service and work force. Due to declining white birth rates, minorities are increasingly becoming an important part of Indiana's future. A greater diversity of students without corresponding diversity within the school faculties to teach and to serve as appropriate role models could reduce the retention rate to high school graduation. Indiana's 72 institutions of higher education seem unusually attractive to nonresident students; thus, enrollment has remained fairly constant in numbers of students. Moreover, public higher education funding has been increasing. An increasingly important item for strategic planning in Indiana's institutions of higher education is the flexibility offered by the state's comparatively low tenure rate. (11 references) (KM)

ED 313 831 EC 221 347

Crocker, Allen C., Comp.; And Others

Public Policy Affirmations Affecting the Planning and Implementation of Developmental Services for Children and Adults with HIV Infection.

American Association of Univ. Affiliated Programs for Persons with Developmental Disabilities, Silver Spring, MD.; Children's Hospital Medical Center, Boston, Mass.; National Association of Protection and Advocacy Systems, Washington, DC.; Yeshiva Univ., Bronx, N.Y. Albert Einstein Coll. of Medicine.

SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.

PUB DATE- Apr 89

NOTE- 16p.; Summary of a Conference on Developmental Disabilities and HIV Infection (Bethesda, MD, November 9-10, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)

DESCRIPTORS- Accessibility (for Disabled); *Acquired Immune Deficiency Syndrome; Adults; Children; Confidentiality; *Delivery Systems; *Disabilities; Family Involvement; Financial Support; Individual Needs; Needs Assessment; *Program Development; *Public Policy; Staff Development

The increasing number of individuals infected with symptomatic human immunodeficiency virus (HIV) infection has created a need to examine public policy issues and to further efforts in planning, implementing, and evaluating services for individuals with HIV infection and their families. A working conference was convened, which identified several issues regarding HIV infection in special populations. Conference work groups formulated policy recommendations which are outlined and discussed in the report. These recommendations focus on the following policy areas: (1) service development should represent a partnership between professionals and the involved families; (2) no child or adult should be denied access to services due to infection with HIV; (3) the infected child or adult has a right to confidentiality concerning HIV status; (4) the individual who has both HIV infection and developmental disability will require an extensive range of services, including special assistance, training, and support for families and caregivers; (5) an extensive effort is needed to prepare program staff so that all such staff understand the nature of HIV infection, its limited infectivity, and specific service measures; and (6) funding mechanisms must be established or modified to reimburse additional costs resulting from services for individuals with HIV infection and developmental disabilities. (JDD)

ED 313 874 EC 221 743

People with Disabilities in Our Nation's Job Training Partnership Act Programs. Program Year 1987.

National Association of Private Industry Councils, Washington, DC.; President's Committee on Employment of the Handicapped, Washington, D.C.

PUB DATE- 89
NOTE- 64p.; For 1986 report, see ED 295 016.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Disabilities; *Employment Programs; *Federal Legislation; *Federal Programs; *Job Training; State Programs; Summer Programs; Youth
IDENTIFIERS- *Job Training Partnership Act 1982

This report presents data revealing the participation rates of people with disabilities in Job Training Partnership Act (JTPA) programs for the program year July 1, 1987 to June 30, 1988. Four charts are included in the paper. The charts display state-by-state participation rates for: both adults and youth with disabilities in the JTPA's Title II-A programs; youth with disabilities in Title II-B programs, which are the summer programs for youth; and persons with disabilities in Title III, which are the dislocated worker programs and are generally designed to serve an adult worker population. The fourth chart reports participation rates in Title II-A programs for each of the over 600 Service Delivery Areas (SDAs). All persons listed in all charts are program terminees, meaning that they are program participants who have separated because they have entered unsubsidized employment, completed youth employability enhancements, or terminated for other reasons. Analysis of the data shows that tremendous variation exists in participation rates from state to state and from SDA to SDA and that the number of persons with disabilities benefiting from JTPA programs grows larger every year. An appendix lists representatives of Governors' Committees on Employment of People with Disabilities and state vocational rehabilitation agencies. (JDD)

ED 313 888 EC 222 009

Project RETOOL: Training in Advanced Technology Applications for Post-Doctoral Leadership Personnel. Special Projects. Final Report.

Council for Exceptional Children, Reston, Va.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

PUB DATE- Aug 89

NOTE- 43p.

GRANT- G00-8630053-88

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Software; Computer Uses in Education; *Disabilities; Higher Education; Inservice Teacher Education; *Microcomputers; *Postdoctoral Education; Preservice Teacher Education; Special Education Teachers; *Teacher Educator Education; Teacher Educators; *Technological Literacy

IDENTIFIERS- *Project RETOOL

Project RETOOL's goal was to provide a quality training program in special education technology for teacher educators. The training was designed for higher education faculty who had mastered the basics of microcomputer operations and applications in special education. Project staff, in cooperation with consultants and trainers and with the support of Council for Exceptional Children staff: (1) formed a Project Advisory Council; (2) identified microcomputing competencies needed by higher education faculty members who are preparing special education personnel; (3) located or developed training modules on microcomputer applications in special education; (4) field tested the training packets; (5) conducted training for post-doctoral leadership personnel on the competency-based training modules; (6) conducted training for teacher educators on three authoring systems developed specifically for special education; (7) disseminated project information and products; (8) evaluated the project's activities, products, and processes; and (9) maintained a project management system. Training materials focused on "AppleWorks," "Electric Desk," authoring systems, telecommunications applications, expert systems, hypermedia, interactive videodiscs, and adaptive and assistive devices. Appendixes include a list of the members of the Project Advisory Council, a copy of a paper by A. Edward Blackhurst et al. titled "Microcomputing Competencies for Special Education Professors," samples of promotional materials, a table showing the geographic distribution of training participants, and project evaluation data. (JDD)

ED 313 530 CE 053 725

Grimes, Jan; Renner, Robert

Toward a More Literate Workforce: The Emergence of Workplace Literacy Programs in Illinois.

Illinois State Library, Springfield.

PUB DATE- Apr 88

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Community Colleges; Corporate Education; *Education Work Relationship; *Employer Employee Relationship; High School Equivalency Programs; Library Services; *Literacy Education; Program Implementation; *School Business Relationship; Tutoring; Two Year Colleges; Volunteers

IDENTIFIERS- *Illinois; *Workplace Literacy

This report presents eight examples of approaches used by local providers, employers, and unions in Illinois to make basic skills programs available to workers. The programs profiled are the following: Rockford Area Literacy Council--Project READ '86-'89; Highland Community College--Literacy Outreach Program for Northwest Illinois; Waukegan Public Library--Libraries for Literacy in Lake County; Regional Office of Education--Project U.P.W.A.R.D. (United Peoria Working on Adult Reading Development); Rolling Prairie Library System--Project READ, Decatur; Lake Land Community College--Project PAL (Partners in Adult Literacy), Mattoon; Lawrence Adult Center--VIA (Volunteers in Action)/Literacy, Springfield; and CEFS Economic Opportunity Corporation--CEFS Literacy Program, Effingham. Each profile provides a narrative summary of the scope and methods of the program, with such information as number served, businesses involved, funding, successful techniques for recruiting businesses and students, and a name and telephone number for the project coordinator. A discussion of the issues involved in workplace literacy programs is included in the report. (KC)

ED 313 543 CE 053 749

Truck Safety. Information on Driver Training. Report to Congressional Requesters.
General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.
REPORT NO.- GAO/RCED-89-163
PUB DATE- Aug 89
NOTE- 26p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accident Prevention; *Certification; *Driver Education; Federal Regulation; *Motor Vehicles; *Occupational Tests; Standards; State Licensing Boards; Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Federal Highway Administration; *Truck Drivers

The General Accounting Office examined the types of training available for tractor-trailer drivers, focusing on the Federal Highway Administration's (FHWA's) efforts to establish minimum federal standards for training tractor-trailer drivers, the driver training curriculum offered by various private and public schools, and the trucking industry's efforts to improve the quality of driver training. Currently, there are no federal or state requirements that tractor-trailer drivers receive formal training as a condition for licensing and no minimum federal standards governing any training that may be provided, despite the fact that driver error continues to be cited as the major cause of truck accidents. FHWA did not develop proposed minimum standards for training programs until 1984 and a model curriculum for training tractor-trailer drivers until 1985. Since 1984, three governmental organizations have recommended that FHWA complete its proposed minimum training standards, but it currently has no plans to do so. The review of tractor trailer driver training programs offered by 24 private training schools and 12 public education institutions showed a wide variance in the course curricula, hours of training, and costs. The number of training hours ranged from 150 to 610. The trucking industry has recently tried to improve truck driver training by establishing a program to certify truck driver training programs, the first eight of which were certified in January 1989. The FHWA needs to reconsider whether tractor-trailer drivers should receive formal training as a condition for licensing and whether there should be any minimum federal standards for such training. (CML)

ED 313 570 CE 053 852

AIDS Education Curriculum Guide.

Horry County Board of Education, Conway, S.C.

SPONS. AGENCY- South Carolina State Dept. of Education, Columbia. Office of Adult Education.
PUB DATE- 89
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adult Education; *Course Content; Course Organization; Decision Making; Decision Making Skills; Educational Resources; *Ethical Instruction; *Health Education; Individual Development; Learning Activities; Lesson Plans; *Sex Education; Sexuality; Teaching Methods; Units of Study
IDENTIFIERS- 310 Project

This curriculum guide was developed, based on sound principles of human growth and development, to present the most recently available information on AIDS (Acquired Immune Deficiency Syndrome). The curriculum presents information on the known facts about AIDS and the AIDS virus infection. It also addresses the potential for adolescents and adults to contract the AIDS virus, explaining the extent to which promiscuity and drug abuse contribute to the potential spread of AIDS. The curriculum emphasizes the decision-making process. It affirms clear moral standards for AIDS education and provides information on how to help people resist social pressures that contribute to dangerous behavior. The curriculum guide contains 11 lesson plans for units on AIDS. Each lesson plan includes unit topic, suggested teaching time, key teaching resources, objective, teaching activities, suggested resources, and evaluation methods. Tests and answer keys are provided. Transparency masters are also included. (KC)

Johnson, Jessie

Adaptation of Curriculum, Instructional Methods, and Materials Component, Instructional Aide Program 1988-89. Final Evaluation Report.

Columbus Public Schools, OH. Dept. of Evaluation Services.

PUB DATE- Jul 89
NOTE- 53p.; For the 1987-88 report, see ED 301 326. The last page will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; Grade 1; *Kindergarten Children; *Language Skills; Oral Language; Primary Education; *Program Effectiveness; Reading Skills; *Student Improvement; *Teacher Aides; Underachievement; Written Language
IDENTIFIERS- *Columbus Public Schools OH

Funded through the Ohio Disadvantaged Pupil Program Fund, the Columbus Public Schools' Instructional Aide (IA) Program served 309 kindergarten children and 1,793 first-grade students during the 1988-89 school year. The goal of the IA program was to provide an educational support program for underachieving pupils. Instructional aides were trained to provide direct instructional service to selected pupils in the classroom. The program, which was implemented in 58 buildings and involved the equivalent of 135 aides assisting 199 teachers, emphasized activities which would increase oral language, written language, and reading skills. Program evaluation efforts involved the administration of sub-tests of the Comprehensive Tests of Basic Skills to kindergarten children and first-grade students, and the use of locally constructed surveys of staff and reading assessments of students. The attendance criterion of 90 days was met by 154 kindergarten children and 1,136 first-graders; of these, 903 pupils received pre- and posttest administrations of the achievement test. Results for kindergarten students indicated an average Normal Curve Equivalent (NCE) gain of 2.2 per month for the 5.6 month project period, but less than 80% of the teachers perceived pupil progress was directly attributable to the instructional aide. Results for first grade students indicated that students did not meet the goal of one NCE gain for each month of the program, although teacher ratings indicated that reading skills were substantially enhanced through direct instruction. (Twenty tables of data are included; survey forms and assessment instruments are appended.) (RS)

ED 313 746 CS 506 954

Comadena, Mark E.; And Others
Communication Traits and Student Learning: A Comparative Study of Traditional Undergraduate Students and Adult Learners.
PUB DATE- May 89
NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Students; Communication Apprehension; Communication Research; *Communication Skills; Comparative Analysis; Higher Education; *Learning Processes; *Undergraduate Students
IDENTIFIERS- Communication Behavior; *Communication Competencies; *Communication Styles

A study compared adult learners and traditional undergraduate students in terms of three communication traits that may affect the quality and quantity of communication in the classroom. The study investigated whether adult learners differed significantly from traditional undergraduate students in terms of communication apprehension, willingness to communicate, and communication competence; and examined the relationship between these communication traits and student learning. Subjects were 165 traditional undergraduate students and 108 adult learners at a large midwestern university. Results indicated that the two groups were not significantly different on the three communication traits examined. Communication apprehension and interaction involvement were found to be significantly related to achievement (cumulative GPA) in traditional undergraduate students sampled, but not in the adult learners. (Five tables of data are included, and 17 references are attached.) (Author/SR)

ED 313 760 CS 506 979

Bettini, Lorraine M.; Robinson, James D.

Communication Apprehension and Learning: The Effects of Tension on Cognitive Development.

PUB DATE- May 89
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Communication Apprehension; Communication Research; Higher Education; Learning; *Speech Communication; *Speech Instruction
IDENTIFIERS- Personal Report of Communication Apprehension; *Tension

A study was conducted to test the relationship between communication apprehension (CA) and learning. Subjects were 194 college students at a midwestern university enrolled in an introductory speech course who were divided by scores on the Personal Report of Communication Apprehension (PRCA). The groups heard a class presentation and were then tested in one of the two controlled ways, oral exam or objective test. Results indicated that high apprehensives scored higher on the objective test than on the oral exam, while scores on the objective test did not differ by CA level. In addition, the researchers found a small negative correlation between communication apprehension and learning in the test method condition. Evidence in the CA-learning relationship can easily be seen to affect the classroom setting, both in the planning and evaluation phases of education. (Two tables of data are included. Forty-eight references and two appendixes containing the PRCA and the objective test are attached.) (Author/MG)

ED 313 847　　　　　　EC 221 713

Tsui, Hing Fung; And Others
Memory and Metamemory in Deaf Students.
PUB DATE- Jul 89
NOTE- 26p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Cognitive Processes; *Deafness; Elementary Secondary Education; *Memory; *Metacognition; Semantics

The research study investigated the memory and metamemory abilities of four severely to profoundly deaf students with bilateral sensory-neural loss, between the ages of 9 and 20 years. Metamemory was investigated with four modified subtests identified as "story list," "study plan," "retrieval event," and "opposites-arbitrary." Encoding was investigated with a spatial position versus temporal position test. Retrieval was investigated with free-recall of a clusterable word list and paired associate recall of prototypically associated items and non-protypically associated items. Results indicated that the working memory capacity of deaf subjects was depressed. Inefficiency in encoding was observed. Results suggested that the ability to encode both spatial and temporal information is related to some degree of reflective thinking in metamemory. Rehearsal mechanism was associated with temporal position recall and non-prototypical condition. Clustering strategy in free-recall was correlated with semantic knowledge, whereas performance on the prototypical condition in paired-associate learning was highly automatic. Semantic knowledge was correlated with metamemory and free-recall performance. Age trend was observed in metamemory in general, with different patterns on the subtests. (Author/DB)

ED 313 584 CE 053 884

Shepherd, R.

Beginning with the Learner: Strategies To Individualize Adult Literacy Programs.

PUB DATE- Jul 89

NOTE- 4p.; Paper presented at the Adult Literacy and Technology Conference (Louisville, KY, July 21-24, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Competency Based Education; *Computer Assisted Instruction; Functional Literacy; *High Risk Students; *Individualized Instruction; *Literacy Education; Success; Tutoring

IDENTIFIERS- Jackson State University MS

The basis for all computer-assisted instruction at the Continuing Education Learning Center at Jackson State University is the instructional techniques necessary for the success of at-risk adult learners who find traditional methods inadequate. Each learner is pretested for reading level for placement, and skill assessments are made to diagnose specific weaknesses in content areas. Individualized competency-based education programs are designed to address content weaknesses that must be overcome if the learner is to succeed in the work force or the center's General Educational Development (GED) program. The computer-assisted instruction in these programs allows learners to learn at their own pace, helps make them accountable for their own learning, provides frequent feedback, and accommodates several learning styles. All of those aspects of instruction are needed by at-risk students. The center uses interactive and personal computers, video- and audiocassettes, printed material, and tutoring. Custom-designed programs include one targeted for 16 prison inmates and another that trains women older than 55 to be home health aides and child care workers. The average basic reading level improvement is 1.8 grade levels per 100 hours of training. Of the learners enrolled in the GED Preparation Program, 63 percent pass 1 to 5 subject area tests in a maximum of 100 hours of training. Ninety-three percent of learners pass subject area tests the first time they attempt them. The program's attrition rate is 16 percent. (CML)

ED 313 640 CG 022 163

Krug, Samuel E.

Solid State Psychology: The Impact of Computerized Assessment on the Science and Practice of Psychology.

PUB DATE- 13 Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computers; *Measures (Individuals); *Psychological Evaluation; Psychological Services; *Psychological Testing
IDENTIFIERS- *Computer Assisted Counseling

Computer-assisted testing is not without its problems and pitfalls, but it holds a great deal of promise as well. Computer administration of tests provides more control over the testing process than was ever possible with paper-and-pencil testing. At the same time it offers the possibility of being able to monitor and record aspects of the testing process, such as response latency and response shifting, that may prove to be important predictive factors in their own right. Computer scoring of tests has made it possible to obtain accurate scores. It has been estimated that errors involving a difference of one or more points in the final score are made in 10 percent of cases involving hand scoring of objective tests. These and similar errors of measurement may have more impact on the reliability of scores obtained in practice than some of the better analyzed sources described in measurement theory. In the final analysis, computer interpretations of test scores may offer the greatest potential for advancing psychological measurement. As the volume of research data relevant to a particular test increases, the task of using it effectively in interpretation becomes increasingly frustrating for the unassisted test user. Perhaps even more importantly, computerized reports produce consistent, predictable outputs that can be analyzed and improved if the appropriate models and techniques are developed for doing so and they are treated scientifically and not as scientific curiosities. (ABL)

ED 313 682 CS 009 875

Bricker, Elizabeth J.
The Effect of Advance Organizers in the Teaching of Science.
PUB DATE- Dec 89
NOTE- 20p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Comparative Analysis; *Content Area Reading; Grade 2; Grade 3; Grade 4; Intermediate Grades; Learning Activities; Primary Education; Reading Research; *Science Projects
IDENTIFIERS- New Jersey

A study was conducted to show that there would be no difference between two samples' abilities to complete a hands-on science project when one is provided with advance organizers and the other is not. The sample of students were second, third, and fourth graders from the science program in Piscataway Township Schools in New Jersey. The experimental sample and the control sample each consisted of 10 randomly selected, heterogeneously grouped students from a suburban community. The experimental sample was presented with an advanced organizer providing information to complete a hands-on science project. The control group was given oral directions to complete the same hands-on science project. Each group was evaluated with the use of a checklist. Results indicated that the use of an advance organizer resulted in no significant difference between the abilities of the control and experimental samples. In fact, the addition of the advance organizer hindered the completion of the science activities. Children left with an advance organizer were somewhat confused about its use and

interrupted the examiner with questions. (Thirty-six references are attached.) (MG)

ED 313 714 CS 212 179

Nelson, Robert L.
All Children Like To Laugh.
PUB DATE- 6 Apr 89
NOTE- 22p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (8th, Charleston, SC, April 6-8, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Bibliographies; *Childhood Interests; *Childrens Literature; *Humor; Independent Reading; Personality Traits; Primary Education; Reading Interests; *Recreational Reading; *Young Children
IDENTIFIERS- Childrens Responses; Reader Preferences

Several points need to be addressed when selecting humorous books for children. First, people of all ages react to humor in different ways; therefore, what one child finds funny another may not. Care must therefore be taken in sharing books with and recommending books for children. Second, humor itself is difficult to define, but humor should never be at someone else's expense. Anything that embarrasses, ridicules, or degrades someone else is not humorous. Third, it is healthy to laugh. Research indicates that laughing can help people feel better mentally, emotionally, and physically. Laughter can be wonderful medicine for children. Little children love to act silly, say funny things, and laugh. They need to be able to do this in school. No matter what their cultural or linguistic backgrounds are, laughter is natural for them. Teachers can read funny stories to them and tell them about funny stories that they can read. (A list of six humorous books and a bibliography of 132 humorous books are attached.) (KEH)

ED 313 730 CS 506 929

Stacks, Don W.
The Modular Mind and Intrapersonal Communication Processes.
PUB DATE- 20 Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Structures; *Communication (Thought Transfer); Communication Research; Discourse Analysis; Language Processing; *Models; Perceptual Development; Social Cognition; Synthesis
IDENTIFIERS- Brain Functions; Communication Competencies; *Intrapersonal Communication

Based on a prior model on modularity of the brain, a new modular model of intrapersonal communication was developed which focuses on brain processing, encompassing both the structures and the functions of those structures in the creation of messages. The modular mind is a bio-social model of communication which presupposes a relationship between the function and structure such that one cannot be examined without the other. Communicative focus necessarily centers on the functions associated with brain modules, how they receive, process and communicate the stimuli (information) with which they work. The processing mechanisms and modular networks interact to produce hemispheric modular cooperation and dissonance, the brain's way of sorting information used to produce perceptions and messages. Several issues arising from holographic theory, dissipative structure, and chaos theory may produce new directions for both theory and research in intrapersonal communication. (Forty-six references are attached.) (KEH)

ED 313 790 EA 021 466

Richardson, M. D.; And Others
Changing Principal Preparation Programs: A Five-Phase Model.
PUB DATE- Nov 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Administrator Education; Educational Change; Elementary Secondary Education; Graduate Study; Guidelines; Mentors; *Models; *Principals
IDENTIFIERS- *Danforth Foundation

The necessity for training highly competent individuals to assume educational leadership positions will be critical in the near future, since a sizeable percentage of school administrators and professors of educational administration will retire over the next decade. The programs preparing current administrators are not equipped to meet the demands of 21st century schools. This paper describes an initial attempt to reform principal preparation programs using a five-step process. Administrator preparation requirements outlined by the National Commission on Excellence in Educational Administration in 1987 include five strands: (1) the study of administration; (2) the study of educational administration's technical core; (3) application of research findings and methods to problems; (4) supervised practice; and (5) demonstration of competence. The American Association of School Administrators has developed guidelines featuring the most critical goals, competencies, and delivery components for inclusion in administrator preparation programs. The National Association of Secondary School Principals has also identified 12 important skill areas. In 1987, the Kentucky State Department of Education mandated that educational administration programs in the state provide knowledge in 11 areas and directed reforms initiated at Western Kentucky University. The Department of Educational Leadership received a Danforth Foundation grant to further exemplary and innovative administrator preparation programs. The program's five stages are program admission, formal course work, testing, the oppportunity for supervised practice and demonstration of competence, and mentoring. Included is a list of 17 references. (MLH)

ED 313 818 EC 212 280

Jaffe, Kenneth M., Ed.

Childhood Powered Mobility: Developmental, Technical and Clinical Perspectives. Proceedings of the RESNA Northwest Regional Conference (1st, Seattle, Washington, March 6, 1987).

RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.; Washington Univ., Seattle. School of Medicine.

PUB DATE- Mar 87

NOTE- 156p.; Also sponsored by the Children's Hospital and Medical Center, Seattle.

AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20016-4813 ($22.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Assistive Devices (for Disabled); Children; *Cognitive Development; Equipment; *Mobility Aids; *Physical Disabilities; *Physical Mobility; Psychomotor Skills; Wheelchairs; Young Children

The eight papers presented at the conference stress the importance of self-produced locomotion for the normal development of cognitive processes, particularly spatial understanding. Papers have the following titles and authors: "Childhood Motor Impairments: Clinical Overview and Scope of the Problem" (Ross Hays); "Locomotion and Psychological Development in Infancy" (Joseph Campos and Bennett Bertenthal); "Visual-Vestibular Integration in Early Development" (Bennett Bertenthal and Dina Bai); "Spatial Understanding in Infants with Motor Handicaps" (Robert Telzrow et al.); "Predictors of Successful Powered Mobility Control" (Geb Verburg); "Pediatric Powered Mobility: Service Delivery and Associated Research" (Ed Snell and Lynn Balfour); "Powered Mobility for Severely Physically Disabled Children: Evaluation and Provision Practices" (Elaine Trefler and Susan Taylor); and "Choosing a Powered Mobility Base for Pediatric Clients" (C. Kerry Jones). (DB)

ED 313 861 EC 221 729

Hanline, Mary Frances; Bair, Marilyn
Supported Transition to Integrated Preschools. Project STIP.
San Francisco Unified School District, Calif.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 88
NOTE- 56p.
GRANT- G008530068
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; Demonstration Programs; *Disabilities; *Mainstreaming; *Parent Education; Parent School Relationship; *Preschool Education; Social Integration; *Transitional Programs

The paper describes Project STIP (Supported Transition to Integrated Preschools), a demonstration project in San Francisco, California, which is developing and evaluating a model for integrating preschool children with special needs into regular education preschool programs. Project STIP also developed and evaluated a district-wide model for providing support to parents in the transition of their child into the school district preschool special education program. The model aims to give parents needed information to work with the school district in developing their child's educational program and adjusting to new educational systems and delivery models. The first section of the manual focuses on this parent support model, with subsections on: parent concerns and issues, assumptions underlying the providing of support, identifying family and community needs, providing a range of transition support services, the parent transition manual, supporting parents after placement in the preschool program, transition resources for parents, and transition resources for professionals. The second section deals with integrating preschool children, with subsections on: the rationale for integration, the integration specialist, maximizing integration opportunities, supporting and training regular education staff, supporting special educators, providing for parent involvement, and integration resources for professionals. Appendixes provide transition information, a list of integration specialist competencies, and integration inservice fliers. (DB)

ED 313 626 CG 022 149

Watkins, Arleen J.; Kligman, Evan

Psychometric Properties of the Beck Depression Inventories When Used with an Elderly Population.

SPONS. AGENCY- Brookdale Foundation, New York, NY.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Depression (Psychology); *Older Adults; *Psychometrics; *Test Validity
IDENTIFIERS- *Beck Depression Inventory

The Beck Depression Inventory (BDI) is a self-reported inventory tapping current feelings only. A short form was published in 1972 consisting of 13 items from the original BDI, called the BDI-SF. In 1978 the original version was modified to eliminate double negative statements and alternative ways of asking the same question and then referred to as the Beck Inventory (BI). The BI is designed to be self-administered, tapping feelings over the past week. The reliability of the 1978 version of the BI and BDI-SF were investigated using an elderly population (N=102) participating in a health promotion program. The internal consistency reliabilities were 0.87 for both forms. Five items on the long form were identified as commonly occurring in an elderly population without depression: weight loss, body image, irritability, loss of libido, and sleep disturbance. The psychometric characteristics of these items were investigated as was their relationship to the total score. Modifying the BI for the elderly to exclude these five items resulted in a 16-item version (BI-E) with an internal consistency of 0.88. Correlations between the BI-E and the other forms were 0.94 or more. Validity was examined through classification structures and correlational patterns with other mental and physical health parameters. (Author/ABL)

ED 313 698 CS 212 047

Flower, Linda
Cognition, Context, and Theory Building. Occasional Paper No. 11.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Concept Formation; Cultural Context; Metacognition; Reading Writing Relationship; Research Design; Social Cognition; *Writing (Composition); Writing Instruction; Writing Processes; *Writing Research
IDENTIFIERS- English Teachers; Research Suggestions; *Writing Contexts; *Writing is Thinking

This paper explores some ways research can be used to create a more integrated theoretical understanding of the interaction between individual cognition and social/cultural context as the motive force in literate acts. Drawing on data from recent research on writing, the paper proposes three principles that inform a more complicated interaction and suggests that both cognition and context may in a sense construct one another. The principles the paper proposes are: (1) that cultural and social context can provide direct cues to cognition; (2) that context is always mediated by the cognition of the individual writer; and (3) that the bounded purposes that emerge from this process are highly constrained but at the same time meaningful, creative constructs. Addressing the issue of developing an interactive theory, the paper investigates the need for a broader vision of research as a tool for building contextualized and integrated theories of writing, and focuses on a particular route to theory building, suggesting reasons why observation-based research is the preferred route. Fifty-three references are attached. (KEH)

ED 313 775 EA 021 435

Maidment, Robert
Staff Enhancement: A Personnel Development Guide for School Administrators.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 89
NOTE- 48p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (Stock No. 2108910; $5.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Administrator Role; *Administrators; *Faculty Development; *Individual Development; Pamphlets; Secondary Education; Staff Development; Teacher Administrator Relationship

Despite its imperfections, secondary schooling in America functions well; the school principal is very important as he or she helps to lessen any deterrents. An example of this is the newly assigned principal who causes dramatic turnarounds with a stable but somnolent faculty. In a question-and-answer format, this document addresses 40 topics including various aspects of staff development and criteria for effective self and staff enrichment. (KM)

ED 313 505 CE 053 555

MacDonald, Carolyn; And Others

Providing for Adults. The Views and Policies of Providers of Education and Training. Practitioner MiniPaper 7. SCRE Publication 105.

Scottish Council for Research in Education.
REPORT NO.- ISBN-0-947833-32-3
PUB DATE- 89
NOTE- 36p.
AVAILABLE FROM- Scottish Council for Research in Education, 15 St. John Street, Edinburgh EH8 8JR, Scotland (4.50 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Adult Learning; *Adult Students; *Andragogy; Educational Facilities; Educational Policy; *Enrollment Influences; Foreign Countries; *Student Recruitment; *Student School Relationship
IDENTIFIERS- *Scotland

A study of 32 public and 25 private randomly selected providers of adult education in Scotland focused on their policies toward adult participants and the extent to which the organizations cater to adults. Data were collected from principals, deputy principals, agency managers, and other senior staff throughout Scotland but were concentrated somewhat around the central belt and around Glasgow, Edinburgh, Dundee, and Aberdeen. The following points summarize the results of the study: (1) providers reported that an adult clientele had a positive effect on both the teaching and the ethos of the organization; (2) if many of the problems adults face when returning to education and training stem from domestic commitments, providers could help by supplying child care, counseling and flexible format and timing of courses; (3) providers stressed that their offerings had to be of high quality, necessitating regular inservice training for teachers of adults, attractive physical surroundings, and teaching methods that take into account adults' differing abilities; (4) providers believed that the most effective forms of publicity were those targeted directly at adults; (5) they believed some adults suffered financial hardship partly due to rules and regulations governing concessionary fees and recommended that deferring payment become an option; (6) providers said they needed to be flexible about the entry requirements for adult students; (7) providers felt they needed more money to improve publicity and develop the facilities to attract adults; (8) they recommended speedier processing of grants; and (9) they thought it crucial that the government help convince individuals, providers, and employers that adult training and education is valuable and important. (CML)

ED 313 531 CE 053 727

Hibpshman, Terrance L.

An Explanatory Model for Family Literacy Programs.
PUB DATE- 8 Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Resarch Association (Little Rock, AR, November, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Family Environment; Family Influence; Family Problems; *Family Programs; Family Role; *Intergenerational Programs; *Literacy Education; *Outcomes of Education; *Parent Influence; *Program Effectiveness; Program Implementation; Research Problems; Student Characteristics
IDENTIFIERS- Kentucky

An evaluation was made of PACE (Parent and Child Education), a family literacy program initiated in Kentucky in 1986. PACE was created because of the widespread belief that the state has a serious problem with undereducation of its adult population and the belief also that this problem is the result of persistent patterns of educational failure within particular families across generations. The PACE program was geared to providing remedial educational services to the entire family, rather than just to the children or to the adults. Services are intended to address parents' attitudes and behaviors and their effect on children's educational performance. Program services include adult basic education and parenting skills training for parents, early childhood education for children, and joint parent-child interaction and learning. The program has won an award for its innovative approach and has been replicated by an outside funding agency. Despite this success, neither the theoretical basis for the program nor the efficacy of its service model have been proven. There are outstanding questions about the effectiveness of PACE and other family literacy programs that need to be resolved before widespread replication is justified. Issues to be addressed include the following: (1) is there a causal relationship between family background and children's educational and social outcomes?; (2) will changes in family attitudes and behaviors be effective in changing children's outcomes?; and (3) can the programs be replicated in different environments? (KC)

ED 313 557 CE 053 829

Patton, Jan
Business Computer Applications I. Curriculum Guide.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin.

REPORT NO.- BO-302-CG
PUB DATE- 88
NOTE- 475p.
AVAILABLE FROM- Educational Development and Training Center, East Texas State University, Commerce, TX 75428 (Order No. BO-302-CG: $31.00 in Texas; $37.00 outside Texas).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; Computer Software; Course Content; Course Organization; Educational Resources; *Information Management; *Information Processing; Learning Activities; Lesson Plans; *Microcomputers; *Office Occupations Education; Science and Society; Secondary Education; *Spreadsheets; State Curriculum Guides; Units of Study; *Word Processing
IDENTIFIERS- *Texas

This guide contains instructional materials for a course designed to provide students with a business computer applications background and skills that will not only prepare them for an entry-level position, but that will transfer through articulation to community colleges and later to four-year colleges. Introductory pages of the curriculum guide list procedures for use; a suggested scope and sequence; and essential elements for this guide (concepts and skills). Each of the six sections contains the essential elements, suggested unit lesson plans, answer sheets, and terminology for the units within the section. Each of the 12 units contain both unit and specific objectives, unit overview, lesson plan, activities and competency tests with answers, terminology, competency checklists--correlated with the specific elements of the course, and lists of print and audiovisual resources. Units cover data processing, information processing, electronic spreadsheets, information management, business application software, and social implications. Appendixes include references and resources addresses, course descriptions, essential elements, suggested equipment list, modification for special needs students, Texas articulation guidelines, Bloom's Taxonomy, and additional handouts, activities, and tests. (KC)

ED 313 571 CE 053 853

What Lies Ahead. Countdown to the 21st Century.
United Way of America, Alexandria, Va.
PUB DATE- 89
NOTE- 123p.

AVAILABLE FROM- United Way of America, 701 North Fairfax Street, Alexandria, VA 22314 ($20.00; 5-24: $15.00; 25-49: $10.00; 50-99: $8.50; 100 or more: $7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Change; Emerging Occupations; *Futures (of Society); Long Range Planning; Population Trends; Prediction; Private Financial Support; Public Policy; Resources; *Science and Society; *Social Change; Social Indicators; *Technological Advancement; Trend Analysis; Values; *World Affairs
IDENTIFIERS- *United Way of America

Developed for the United Way of America by a volunteer group of top experts from corporations, foundations, consulting firms, and government, this report predicts trends in the economy, the society, the world, and the environment for the next 10 or more years. The report depicts the most likely scenario to come in the years ahead. The future is discussed in the following areas: (1) social trends; (2) economic trends; (3) regional trends; (4) political trends; (5) technological trends; and (6) trends in philanthropy. It also provides an analysis of two special trends (children's health and self-sufficiency) and suggests additional resources available through United Way. Trends are illustrated through line drawings and graphs. (KC)

ED 313 598 CG 022 116

Pierce, Don; McClain, Robert

Missouri Curriculum Guide for Alcohol and Drug Education Programs.

Missouri State Dept. of Mental Health, Jefferson City. Div. of Alcohol and Drug Abuse.
REPORT NO.- D.M.H.-Bulletin-10.050

PUB DATE- May 88
NOTE- 191p.; For related document, see CG 022 115. Italicized or "filled" type may film marginally.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adolescents; *Alcohol Abuse; *Correctional Education; Drinking; Driving While Intoxicated; *Drug Abuse; *Drug Education; *Prevention; *Substance Abuse; Young Adults
IDENTIFIERS- *Missouri

This document presents the Alcohol and Drug Education Programs (ADEP) curriculum guide developed by the Missouri Department of Mental Health to provide education programs for individuals under the age of 21 convicted of certain alcohol and drug related offenses. An introduction is followed by a section on substances of abuse and their effects. Basic terms and concepts are defined, and a number of substances are considered individually: alcohol, tobacco, marijuana, cocaine, stimulants, sedatives, hallucinogens, narcotics, and inhalants. The use of substances in combination is discussed, high risk substance use is defined, and the risk of Acquired Immunodeficiency Syndrome is explored. The next section looks at the effects of substance use on driving skills. It examines the magnitude of the drinking and driving problem and explains the effects of alcohol and of marijuana on driving skills. A section on substance abuse and dependency discusses the disease concept, genetic factors, the progression of dependency, recognition of substance abuse and dependency, the effects on the family, and treatments available for adolescent substance abusers. A section on life skills discusses motivations, decision-making skills, refusal skills, and alternatives to use. Six tasks that need to be accomplished in the concluding phases of the program are listed; sample forms, program operations, and resource materials are appended. (NB)

ED 313 612 CG 022 135

Sheppard, Harold L.; Mullins, Larry C.
Income Adequacy and Responsibility for the Elderly in Sweden and the United States: A Comparative Analysis.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- Apr 88
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cross Cultural Studies; *Family Role; *Government Role; *Income; Individual Needs; National Surveys; *Older Adults; *Responsibility
IDENTIFIERS- *Sweden; *United States

This study examined the issues of income adequacy and responsibility for the care of older adults, comparing the opinions of people in the United States and Sweden concerning these issues. Results from a Swedish national sample of 1,005 telephone interviews in 1986 were compared with results from an American national sample from 1981. The findings revealed that 38% of the Swedish sample, compared to 55% of the American sample, reported that not having enough money to live on was a serious problem. For both countries, the problem appeared to deline with age. Even when Blacks and Hispanics were omitted from the American sample, proportionately more White Americans than Swedes reported not having enough money to live on. Concerning who should assume more responsibility for the care of the elderly, 13% of the Swedish sample and 23% of the American sample reported that the elderly should be doing more for themselves; 51% of Swedes and 54% of Americans believed that the government should be doing more; and 52% of Swedes and 46% of Americans felt that the children of the elderly should assume more responsibility. In the United States, the older the respondent, the lower the proportion feeling that government should be doing more; in Sweden, the older the respondent, the higher the proportion expressing that viewpoint. (NB)

CS

ED 313 655 CS 009 786

Karweit, Nancy

The Effects of a Story Reading Program on the Vocabulary and Story Comprehension Skills of Disadvantaged Prekindergarten and Kindergarten Students. Report No. 39.

Center for Research on Elementary and Middle Schools, Baltimore, MD.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 89

NOTE- 21p.

GRANT- OERI-G-90006

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Disadvantaged Youth; *Educationally Disadvantaged; *Kindergarten Children; Language Acquisition; *Preschool Children; Preschool Education; Primary Education; Reading Aloud to Others; Reading Comprehension; *Reading Programs; *Story Reading; *Story Telling; Teaching Methods

IDENTIFIERS- Maryland (Baltimore)

This report describes the development of a story-reading program called Story Telling and Retelling (STaR), and its effects on the language and comprehension of disadvantaged prekindergarten and kindergarten children. Following an introduction, an initial section describes the development of this program as part of an urban school restructuring effort, Success for All, a five-year program currently being carried out in Baltimore, and explains the reasons for the choice of story reading as a primary activity. The next section explains the operation of the STaR program, its materials (sequence cards, flannel board materials) and methods (retelling, dramatization), which are intended to facilitate the effective use of stories in classrooms. Evaluation of the program is addressed in the next section: individual students from a matched control group were compared with experimental students, tests (the Merrill Language Screening Test and the Test of Language Development) were individually administered to 206 prekindergarten and kindergarten children (43 and 60 matched pairs, respectively), and results indicated program effectiveness, showing positive effects ranging from effect sizes of .24 to 3.75. In addition, informed and anecodotal evidence showed that the program met with approval from teachers and enthusiasm from the children. A final section briefly discusses issues remaining to be resolved. Two tables of data are included, and 17 references are attached. (SR)

ED 313 668 CS 009 861

Thomas, Phyllis M.

Language Development Component, Compensatory Language Experiences and Reading: CLEAR--Reading Recovery Program 1987-88. Final Evaluation Report.

Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Oct 89
NOTE- 154p.; For 1986-87 report, see ED 290 139.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compensatory Education; Grade 1; Individualized Reading; Primary Education; Reading Achievement; Reading Comprehension; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Research; *Remedial Reading; Underachievement
IDENTIFIERS- *CLEAR Reading Recovery Program; *Columbus Public Schools OH; Education Consolidation Improvement Act Chapter 1

The 1987-88 Compensatory Language Experiences and Reading-Recovery (CLEAR-RR) Program of the Columbus, Ohio Public Schools was implemented to provide early intervention to 393 underachieving first-grade pupils in Columbus, Ohio schools who appeared unlikely to learn to read successfully without intensive instruction. The program's two major goals were to develop and provide CLEAR-RR for the first grade pupils and to adapt and apply the inservice program for teachers. Specially trained teachers provided one-on-one half-hour daily lessons during the school year. Pupils included in the final pretest-posttest analysis had received 60 or more instructional lessons. Activities included reading and rereading books while the teacher maintained a record of strategies and errors, writing and reading stories, identifying letters, and analyzing sounds in words. Students discontinued the program when they had successfully achieved predetermined levels on the Reading Recovery Diagnostic Survey and the vocabulary and comprehension subtests of the Comprehensive Tests of Basic Skills, Levels B and C. Analyses of the standardized test data included comparison of Total Reading scores, pretest to posttest, using percentiles and Normal Curve Equivalents. Results indicated that: (1) the 271 students who completed the program gained an average of 9.6 NCEs; and (2) a staff survey, principal survey, and parent survey indicated that respondents generally viewed the program as effective. Recommendations include continuing the program.

(Thirty-three tables of data are included; survey instruments, results, and comments are attached.) (RS)

ED 313 747 CS 506 955

Midura, Edmund

Teaching Publicity and Media Relations.

PUB DATE- Apr 88
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (79th, Baltimore, MD, April 27-May 1, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Interviews; *Mass Media; *Publicity; *Public Relations; Questioning Techniques; Student Needs; Teaching Methods
IDENTIFIERS- *Media Relations; Media Role; Press Conferences; *Professional Concerns

Publicity and media relations are basic operations for many public relations practitioners. Establishing a good relationship with the media and getting positive publicity for the sponsoring organization are essential duties for most public relations professionals. The public relations practitioner needs to know how to prepare media kits; to work with printers, photographers, and vendors; to prepare executives for media interviews; to distribute materials to the media; and to plan for and conduct press conferences. Public relations students need to know that the media's sometimes suspicious attitudes toward public relations practitioners are predictable, healthy, and demand professional respect. By planning and preparing media kits, students can better understand the process and function of effective publicity and media relations. The activities involved in preparing the media kits could include: interviewing a public relations person who has a formal role preparing media kits, surveying public relations sources, and surveying journalists. By using student-produced media kits, students can prepare for and conduct mock press conferences. Three figures are included: (1) Do's and Don'ts for Effective Publicity and Media Relations; (2) Ground rules for executives being interviewed; and (3) Checklist for conducting a press conference. (MG)

ED 313 761 CS 506 982

Downs, Timothy M.
Superior and Subordinate Perceptions of Management Communication Style and Communication Satisfaction during Performance Appraisal Interviews.

PUB DATE- Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Communication Skills; Employer Employee Relationship; Factor Analysis; Interpersonal Communication; *Interviews; Job Performance; Organizational Communication; *Personnel Evaluation; Questionnaires
IDENTIFIERS- Communication Behavior; *Communication Satisfaction; Communication Styles; *Managerial Communication; Performance Analysis

A study was conducted to determine the relationship between management communication style and communication satisfaction during performance appraisal interviews. Generating a 50% response rate, 83 staff employees (47 supervisors and 36 subordinates) at a large midwestern university returned a questionnaire survey assessing communication during performance appraisal interviews. Results suggested that from the superior's perspective, the style of communication perceived to have taken place during an appraisal interview is not correlated with the self-reported satisfaction with communication during the performance appraisal interview. Results also suggested that management communication style is significantly related to a subordinate's satisfaction with communication. Results indicated that subordinates were more affected than superiors by the style of communication that was utilized in important dyadic encounters, such as performance appraisal interviews. (Two tables of data are included and 39 references are attached.) (MG)

ED 313 805 EA 021 488

Hodgkinson, Harold L.
Florida: The State and Its Educational System.
Institute for Educational Leadership, Washington, D.C.
REPORT NO.- ISBN-0-937846-76-7
PUB DATE- Apr 88
NOTE- 19p.; Charts printed on illustrated backgrounds will not film well.
AVAILABLE FROM- Publication Sales, Institute for Educational Leadership, 1001 Connecticut Avenue, N.W., Suite 310, Washington, DC 20036 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropouts; Educational Improvement; Elementary Secondary Education; Higher Education; Minority Group Influences; Minority Groups; *Population Trends; *Public Education; *School Demography; Socioeconomic Influences; Socioeconomic Status; *State Norms
IDENTIFIERS- *Florida

For most of this century, Florida's economy has been one of the "boom or bust" variety; however, since the 1960s, the economy has diversified, bringing in a variety of "high tech" manufacturing and high-end service businesses to the state. Still, wages in agriculture and tourism are so low that the state suffers in terms of per capita income. Minority populations, although increasingly important in Florida life, will remain less than half of the state's population for the foreseeable future. Florida does have the best record of providing middle-class opportunities for Blacks and Hispanics in terms of small business starts, suburban residence, and government jobs. Schools will be at the center of the policy and implementation issues surrounding the state's future. Higher education, business, and communities will all be affected by how well the schools perform. Current efforts in Florida to raise the standards for high school graduation could result in an increase in dropouts in the state--an event with negative economic and social consequences for every Floridian. (20 references) (KM)

ED 313 832 EC 221 348

Broome, Sadie A.

The Magic Kids: A Strategy To Build Self-Esteem and Change Attitudes toward the Handicapped.

PUB DATE- Apr 89

NOTE- 19p.; Paper presented at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).

AVAILABLE FROM- Georgia Learning Resources System, 3769 Ridge Ave., Macon, GA 31204 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Behavior Disorders; *Dramatics; Elementary Education; *Emotional Disturbances; Exhibits; Group Activities; Intermediate Grades; Program Development; Self Esteem; *Student Projects

IDENTIFIERS- *Magic

Learning magic tricks permits behaviorally and emotionally handicapped children to become magicians in the eyes of adults, their peers, and themselves. The self-contained classes of handicapped boys in grades 3 through 6 have put on numerous magic shows since 1984. Program objectives include building self-esteem, teaching team cooperation, improving group dynamics, improving organizational skills, and giving students a chance to gain positive recognition from others. This paper describing the "Magic Kids" program discusses these objectives, offers group rules for making magic work in the classroom, gives additional suggestions for teachers, and provides guidelines on giving a magic show. The magic show format used by the Magic Kids is included. (DB)

ED 313 848 EC 221 714

Mertens, Donna M.

Implications for Teacher Effectiveness Research in Deaf Education from the Cognitive Paradigm.
PUB DATE- Jul 89
NOTE- 18p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Deafness; Educational Psychology; Educational Theories; Elementary Secondary Education; *Hearing Impairments; *Instructional Effectiveness; *Mediation Theory; Research Needs; *Teacher Effectiveness

The paper identifies a paradigm shift in research on teaching effectiveness from the process-product approach to explanations from cognitive psychology related to mediating variables which intervene between teacher behavior and pupil performance. Implications of this paradigm shift for research on the effectiveness of teachers of deaf students are drawn. Research on predictors of student outcomes with deaf students has tended to focus on background characteristics of students or on the effects of school placement in a very superficial way. Few studies have investigated the mediating variables between teachers and their hearing impaired students. A set of recommendations linking research on teacher effectiveness with the cognitive psychology framework in the context of deafness education is offered. The document notes the importance of providing feedback to teachers about their students' behavior and thinking in improving teaching outcomes. Researchable topics related to student and teacher thought processes such as student and teacher expectations, attention, motivation, memory, comprehension and knowledge acquisition, learning strategies, and metacognitive processes are identified. Modifications necessary for dealing with a deaf population are addressed for describing the teaching-learning process from the cognitive perspective. (Author/DB)

ED 313 875 EC 221 745

Hinman, Suki; And Others

Assessment of Job Application and Employment Interview Skills for Job Seekers with Disabilities: Assessor's Manual.

Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- Feb 88
NOTE- 92p.; Employment Interview Performance Assessment scoring sheets (appended) will not reproduce adequately in paper copy.
GRANT- G0083C0010/05
AVAILABLE FROM- Arkansas Research and Training Center in Vocational Rehabilitation Publications Department, P.O. Box 1358, Hot Springs, AR 71902 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Disabilities; *Employment Interviews; Employment Qualifications; *Evaluation Methods; *Job Application; Job Search Methods; Videotape Recordings; *Vocational Rehabilitation

The job application form and interview skills assessment procedures presented in this manual were developed to serve as one component of the Diagnostic Employability Profile, designed to serve disabled clients of vocational rehabilitation services. Since the overall objective of the job application is to secure a job interview, assessment emphasizes such skills as spelling, following directions/accuracy, neatness/legibility, completeness, and speed. Interviewing skills assessed are grouped into the following categories: appearance and overall quality; ability to convey interest, respect, and self-confidence; describing one's skills related to the position; describing the nature of the disability; describing one's job-relevant attributes realistically; and being able to give a brief biographical sketch. The assessment process involves a simulated job interview, preferably videotaped for later debriefing. The seven sections of the manual cover the following areas: (1) introduction, (2) job seeking skills assessment procedures, (3) use of assessment results, (4) debriefer instructions, (5) camera operator instructions, (6) background information, and (7) preparing for the assessment. Appendixes provide example forms and blank forms. 26 references. (DB)

ED 313 889 EC 222 010

Christenson, Sandra L.; And Others

Home Environments of Mildly Handicapped and Nonhandicapped Elementary Students. Instructional Alternatives Project. Research Report No. 17.

Minnesota Univ., Minneapolis.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Sep 88

NOTE- 48p.

GRANT- G008430054

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Comparative Analysis; *Correlation; Elementary Education; *Emotional Disturbances; *Family Environment; *Learning Disabilities; Leisure Time; *Mild Mental Retardation; Parent Student Relationship; Socioeconomic Status; Values

The study examined educationally relevant aspects of the home environments of 56 elementary school students with mild educational handicaps. Thirteen aspects of the home environment were examined for the extent to which differences existed among the three categories of handicapped students (educable mentally retarded, learning disabled, and emotionally/behaviorally disturbed) and 17 nonhandicapped students. The 13 aspects included nine home factors (predictable routine, lack of stress, security, opportunities for the child to develop responsibility, realistic parental expectations, valuing of education by family members, support for completion of school work, support for school policies, and a safe, orderly physical environment). Four out of school time factors concerned provision of structure by parents, child's involvement in productive activities, time spent watching television, and time spent reading. Differences among groups also were examined as a function of socioeconomic status. Differences in home environments emerged most often between nonhandicapped students and one or more of the handicap groups. The home environments of nonhandicapped students were rated significantly higher on nine of 13 variables. Copies of the home interview form, the criteria for rating home factors, and the criteria for rating out-of-school-time factors are included. (JDD)

ED 313 518 CE 053 680

Mechanisms for Job Creation. Lessons from the United States.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-13186-8
PUB DATE- 89
NOTE- 212p.; Proceedings of a seminar (Paris, France, January 21-22, 1988).
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street, NW, Suite 700, Washington, DC 20036-4095 ($24.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Economic Development; *Emerging Occupations; *Employment; *Employment Opportunities; Entrepreneurship; Investment; *Job Development; *Labor Force Development; Retailing; School Business Relationship; Service Occupations; Universities

This document contains papers presented at a seminar to explore how the U.S. economy has created 30 million jobs since the early 1970s, while most European countries have barely managed to keep their labor force employed. The following papers are included: "Job Creation in the United States: Some Facts and Figures" (Sibille); "Unanswered Questions" (Dommergues); "The Unstable Balance between Macro- and Micro-Economic Factors" (Dommergues); "Local Initiatives and the Spirit of Entrepreneurship" (Howell, Daignault); "The Impact of Technology" (Fusfeld); "Measuring Development Progress at State Level" (Friedman); "The Grand Illusion?" (Bluestone); "For the Good of One and All" (Sibille); "Why Partnerships? Massachusetts' Experience" (Stratton); "Economic Development in Michigan" (Plastrik); "Philadelphia's Partnership's for Economic Renewal" (Widner); "Baltimore's Economic Development Partnerships" (Berkowitz); "The Logic of Innovation" (Dommergues); "University, Industry, and Regional Development" (Fusfeld); "Technology Transfers: Carnegie Mellon University" (Jordan); "Centers for Advanced Technology Transfer: The Ben Franklin Partnership" (Singerman); "Evaluating the Ben Franklin Partnership" (Osborne); "Entrepreneurship in the University: The Massachusetts Institute of Technology" (Bloomquist); "Venture Capital and Community Renewal" (Sibille); "The Michigan Strategic Fund" (Plastrik); "Venture Capital: The Engine of Economic Growth" (Lamond); "Informal Venture Capital: Business Angels" (Wetzel); "Banks and Community Renewal: Chicago's South Shore Bank" (Grzywinski); "An Entrepreneurial Approach to the Social Sector" (Sibille); "Economic Development and the New Service Sector" (Kennedy); "Kenilworth Parkside's Resident Managers" (Gray); "Home Health Care in New York" (Surpin); "The Long-Term Unemployed" (Wilson); "Changes in Trade and Distribution" (Dommergues); "Creating Jobs in Retailing: Toys 'R' Us" (Baczko); "The Distribution Sector: Evolution and Perspectives" (Loeb); "Between Fascination and Rejection: Reflections on American Success" (Tordjman); and "What Can We Learn from the Americans?" (Seguin). (CML)

ED 313 544 CE 053 776

Operation Storefront. A Computer-Assisted Instruction Component of the Reading Assistance Program (RAP).

Pasco County District School Board, Land O'Lakes, FL.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.

PUB DATE- Jun 89

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Computer Assisted Instruction; *Computer Managed Instruction; Courseware; Educational Media; Functional Literacy; Individualized Instruction; Learning Strategies; *Literacy Education; *Tutoring; Voluntary Agencies; Volunteer Training

IDENTIFIERS- Computer Anxiety; *Reading Assistance Program; Workplace Literacy

This document contains teacher's materials that accompany Operation Storefront, the computer-assisted instruction package used in the Reading Assistance Program (RAP) that serves nonreading adults in Pasco County, Florida, who are 16 years or older and not in school. The target population for Operation Storefront is adults reading at or below the fourth grade level. The introduction gives some background on RAP and the problem of illiteracy it is intended to alleviate. Section 2 provides a rationale for computer-assisted instruction (CAI) and lists characteristics of undereducated adults, ways in which adult students differ from children who are students, motivational techniques particularly useful with undereducated adults, and strategies useful in overcoming computer anxiety. Section 3 describes RAP's reason for using CAI; objectives; staff resources; fundamental components (tutoring environment, tutoring materials, and trained tutors); procedure cycles in the program (recruitment, contact with tutor, matching contact with student, tutor with student, tutoring/learning, and sharing experiences); the computerized management system of the program; and a public awareness model involving a slide presentation. Section 4 describes the program evaluation model used at RAP. The appendices contain a graphic representation of the volunteer and student cycle, a volunteer application form, a job description for volunteers, a form on which to record information about those telephoning RAP, a student information form, instructions for using the computer, copies of computer screens from program management software, a student questionnaire, and a tutor questionnaire. A 19-item bibliography concludes the document. (CML)

ED 313 683 CS 009 876

Plowcha, Melanie
Prenatal Influences: The Mothers Who Read to Their Children Prenatally.

PUB DATE- Dec 89
NOTE- 19p.; M.A. Thesis, Kean College. Light, broken type in final page.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Language Acquisition; *Mothers; Parent Attitudes; *Parent Child Relationship; Parent Role; *Pregnancy; *Prenatal Influences; *Reading Aloud to Others; Reading Research; Verbal Communication
IDENTIFIERS- Fetal Learning; New Jersey; *Prenatal Care

A study was conducted to determine if pregnant women read to their unborn child. A randomly selected sample of 47 pregnant women in the Toms River, New Jersey area between the ages of 20 and 35, visiting their obstetricians' offices for monthly checkups were chosen for the study. A questionnaire was administered to mothers in the waiting room regarding their practices, if any, in encouraging language development prenatally. Results indicated that 89% of the mothers surveyed do encourage language development by reading, singing, and talking to their fetus. These mothers feel that reading to their unborn child is an important daily routine to be carried out by both the mother and the father. Eleven percent of the mothers indicated that they do not read to their fetus because they feel there is no need to do so. (One appendix containing the questionnaire used is attached.) (Author/MG)

ED 313 715 CS 212 180

Ljung, Magnus

Swedish Upper Secondary School English.

National Swedish Board of Education, Stockholm.
PUB DATE- Nov 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Basic Vocabulary; Comparative Analysis; *English; Foreign Countries; Secondary Education; Second Languages; *Standard Spoken Usage; *Textbook Content; Textbook Evaluation; Textbooks; Word Frequency
IDENTIFIERS- Sweden; Text Analysis

A study examined the English vocabulary of English textbooks used in Swedish upper secondary schools to distinguish differences between the vocabulary of the textbooks and modern, everyday English as represented by newspapers, books and the colloquial language. Fifty-six books were included in the sample. In the selection process, account was made not only of the popularity of each book, but also of its distribution among different types of school and different grades to determine the rising level of difficulty in vocabulary between grades. These texts, referred to as the GYM corpus, were then compared to the COBUILD Corpus which represents the largest computerized English collection of texts available. Results revealed a different vocabulary profile in GYM texts from that found in normal English prose as represented by COBUILD texts. Proportions between abstract and concrete, between complicated and simple, were found to be shifted in GYM texts in favor of the concrete and simple. To some extent this is understandable, since the COBUILD texts are mainly addressed to adult, native speakers of English. Additionally, GYM texts appeared insufficiently progressive, with the result that the difficult words were very often randomly distributed among the grades, instead of growing successively more common. (One figure and four

tables of data are included.) (KEH)

ED 313 731 CS 506 931

Shaw, Marilyn

Beyond the Porch, Beneath the Lights: Outlets for Self-Expression in the Aging--Theatre for Seniors.

PUB DATE- 20 Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acting; *Adult Programs; *Dramatics; *Drama Workshops; *Older Adults; Production Techniques; *Theater Arts

Senior theater programs can act as catalysts for involvement of senior citizens, promoting self-confidence and fostering creativity. Myths about older people (concerning senility, incompetence, decline in intelligence, learning, rigidity, and retirement) should be recognized as inaccurate stereotypes and as barriers to active and productive lives. Theatrical experiences for seniors can be rewarding, offering an outlet for creative expression, increasing self-confidence and feelings of self-worth, offering new peer networks, and enhancing emotional and physical well-being. The direction and production of senior theater productions requires some special considerations, including: factors affecting listening and hearing, reinforcement of short term memory, commitment to the production, transportation, socializing and rehearsals, rehearsal space, schedules, flexibility regarding seniors' other commitments, sets, costumes, prompters, blocking, and purpose. (SR)

ED 313 776 EA 021 437

The Right To Choose: Public School Choice and the Future of American Education. Education Policy Paper Number 2.

Manhattan Inst. for Policy Research, New York, NY. Center for Educational Innovation.

PUB DATE- Jun 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; Change Strategies; *Educational Change; Educational Development; *Educational Policy; Elementary Secondary Education; *Futures (of Society); Nontraditional Education; *Public Schools; *School Choice
IDENTIFIERS- *Educational Restructuring

In 1988 and early 1989, the Manhattan Institute for Policy Research sponsored a series of forums in New York and London focusing on an important new aspect of educational reform: the concept of parental choice. This article is drawn from the presentations made at these forums and is divided into four sections. In "The Problem," Chester Finn offers a stark appraisal of the state of American education in the wake of 6 years of educational "reform." The second section, "The Theory," offers a two-part overview of the implications of recent research findings on the educational choice movement and its rationale. In "What Makes Schools Work?" John Chubb discusses a Brookings Institution study of 500 American public and private high schools, and James Coleman, in "What Makes Religious School Different?" discusses his research on the effectiveness of Catholic high schools. The third section, "The Solution," discusses how educational choice has been implemented in Minnesota and New York City. Finally, the fourth section, "A Dialogue on Choice," contains excerpts from the question-and-answer sessions that followed the various presentations in New York and London. (18 references) (SI)

ED 313 791 EA 021 467

Broussard, Rolland L.; And Others

A Study of the Job Requirements and Selection Process for Elementary Principals and Assistant Principals in Selected Public and Private School Systems.

PUB DATE- Nov 89

NOTE- 67p.; Poor legibility prevents paper copy reproduction.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Qualifications; *Administrator Selection; *Assistant Principals; Elementary Education; *Faculty Recruitment; Occupational Information; Personnel Selection; *Principals; Private Schools; Public Schools; *Recruitment

IDENTIFIERS- *Louisiana

The role of an elementary school principal is diverse, challenging, and highly specialized in both technical and interpersonal skills. The principal either makes the school an exciting, vibrant learning center, or a stagnant, regimented building; he or she is the measure of achievement or the cause of failure. The selection of this leader should be done with care. To examine the job requirements and selection processes of elementary school principals and assistant principals in selected public and private schools in the Acadiana region of southwest Louisiana, interviews were conducted with the personnel directors, board presidents, and school heads of six public school systems, three parochial schools, and one independent school. The results indicated that the requirements and selection processes for elementary administrators in the area were generally similar. Strikingly, the information gathered revealed that most elementary principals were chosen on the very subjective criteria of the personal interview conducted by the selection committee. Once the basic requirements were met, the applicant simply had to perform well in the interview; little attention was the paid to differences in applicants' educational background or experience. Appendices contain the job requirement and selection process survey, administrator job decriptions, administrator application forms, and interviews forms. (13 references) (KM)

ED 313 862 EC 221 730

Carter, Elizabeth F.

Improving Parent-School and Child-School Relationships When Evaluation for a Gifted Program Does Not Result in Placement by Increasing the Opportunities for Communication.

PUB DATE- 15 Jun 89
NOTE- 70p.; Ed.D. Practicum, Nova University. Appendix A will not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability Identification; Decision Making; Elementary Secondary Education; *Eligibility; *Gifted; Parent Attitudes; *Parent Participation; *Parent School Relationship; Referral; Screening Tests; Self Concept; Special Programs; Student Attitudes; Student Evaluation; *Student Placement

This practicum attempted to increase parental understanding and acceptance of the process for referral, screening, testing, and selecting children for a gifted program in a northern Florida community; to improve the self-concept of children who were not found to be eligible; and to decrease the time spent by school personnel in resolving problems that occur when referred students are not placed. The project involved revising the screening criteria (giving less weight to teacher and parent rating scales) and developing a sequential plan for both verbal and written communication with parents from the time they expressed interest in having their child in the gifted program until after the selection had occurred. Evaluation indicated that a majority of the parents of students referred and evaluated during the implementation period participated in an evening meeting, a conference after the testing, and the selection process. As a result there were only two problem situations resulting from a group of 35 parents. In addition, the students related positively to the process and no evidence of damage to self concept from nonplacement in the gifted program was noted. (Author/DB)

ED 313 572 CE 053 854

Nurss, Joanne R.
Assessment Models & Instruments: Adult Populations.
Georgia State Univ., Atlanta. Center for the Study of Adult Literacy.
PUB DATE- 29 Nov 89
NOTE- 11p.; Adapted from a paper presented at the Assessment Issues Forum (Macon, GA, November 29, 1989). The one page reference list contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Adult Students; Educational Testing; Evaluation Methods; Literacy Education; Reading Achievement; Reading Diagnosis; *Reading Tests; *Student Evaluation; *Test Format; Test Reliability; *Test Selection; *Test Use; Test Validity

Several issues should be considered in selecting assessment instruments and procedures for use in adult literacy programs. Teachers must consider the purpose of the assessment; the appropriateness of the assessment instrument for adults; the reliability, validity, and practicality of the instrument; whether the assessment is culturally sensitive; and whether the assessment instrument is congruent with the instruction given. An effective assessment model for adults consists of several different types of assessment, giving the instructor a multiple view of the adult's literacy achievement and instructional needs. A selection of the following types of assessment can be used with adults: standardized, norm-referenced tests; other reading tests; locally developed measures; workplace and other functional literacy assessment; job or life simulation; work samples; observation of students; informal reading inventories; and follow-up of students. An assessment model for adult populations needs to include multiple sources of data, using instruments and procedures that are appropriate for adults and that adhere to the principles of assessment. Assessment is used for planning instruction and can help the student see progress and be motivated to remain in the program. (KC)

ED 313 585 CE 053 890

Cutter-Skidder Operator. Competency-Based Training Standards = Conducteur de Debusqueuse-Abatteur d'Arbes. Normes de formation professionnelle basees sur les aptitudes.

Ontario Ministry of Skills Development, Toronto.

REPORT NO.- ISBN-0-7729-5942-0
PUB DATE- Sep 89
NOTE- 62p.; Cover may not reproduce well during filming process.
LANGUAGE- English; French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Bilingual Instructional Materials; *Competency Based Education; Curriculum; Foreign Countries; *Forestry; *Forestry Aides; *Forestry Occupations; Job Skills; Job Training; Lumber Industry; Natural Resources; Occupational Tests; *Standards; Trees; Vocational Education
IDENTIFIERS- *Canada; *Cutter Skidder Operators

This bilingual document contains standards that are based on industry-specific skills identified by labor and management representatives of the forest products industry, successful achievement of which results in issuance of a cutter operator, skidder operator, or cutter-skidder operator Canadian certificate of qualification. With French on all left-hand pages and English on all right-hand pages, the document begins with forms on which to collect student employment data. An introduction describes the standards as consisting of the following elements: (1) competencies that make up the cutter-skidder operator skilled occupation and that are necessary for safe, efficient, and productive job performance; (2) general performance objectives that summarize the related skills of the cutter-skidder operator skilled occupation in behavioral terms and state the conditions and required performance criteria; and (3) specific performance objectives that describe the individual occupational skills and state the detailed conditions and required performance criteria. The next section states the intended audience for the document and lists the nine units of standards it contains. The units are called Protect Self and Others; Work in Safe Environment; Plan, Organize, and Prepare Job Site; Maintain Chainsaw and Related Felling Equipment; Fell Trees; Limb and Top Trees; Buck Logs; Maintain Skidding Equipment; and Groom Site, Prepare, Pick Up or Drop Loads. The standards follow, with spaces beside each for documenting the student's accomplishment of each. The document concludes with a competency chart that is a matrix of areas of competencies and the skills that compose them. (CML)

ED 313 627 CG 022 150

Brondino, Michael J.; And Others

Coping Skills Training with Adolescents at Risk for Substance Abuse.

National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 89
NOTE- 20p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
GRANT- DA04022
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; At Risk Persons; *Coping; *Prevention; Secondary Education; Secondary School Students; *Substance Abuse; *Training

Primary prevention programs aimed at helping adolescents develop personal and social coping skills have received empirical support as methods capable of reducing the incidence of substance use. This study examined the effectiveness of school-based coping skills training with adolescents at high-risk for substance abuse. Students (N=279) at 29 secondary schools participated in the study. The schools were matched in terms of size, racial composition, and percentage of students receiving a free lunch and then were randomly assigned to one of three treatment conditions: (1) school intervention--coping skills training for students plus training for school staff; (2) school plus parent coping skills intervention; and (3) comparison control. Results indicated that students in the coping skills conditions increased their knowledge of the skills; however, positive changes in personality characteristics, substance knowledge, and behavior growth for those in the coping skills training groups did not differ from those for the comparison control group. While these data suggest that preventive intervention can have a positive effect on high risk youth, the role of coping skills training in preventing substance abuse in high risk adolescents remains unclear and is in need of further investigation. (Author/ABL)

ED 313 641 CG 022 164

Etaugh, Claire; Poertner, Patricia

Perceptions of Women: Influence of Performance, Marital and Parental Variables.

PUB DATE- Aug 89

NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Employed Parents; *Employed Women; Females; Higher Education; *Infants; *Job Performance; Marriage; *Mothers; *Student Attitudes

The labor force participation of women with young children has increased dramatically in recent years, stimulating research concerning how perceptions of a woman's competence and personality are affected by her employment and family roles. Relatively little is known, however, about perceptions of women with very young children. This study explored the effect of level of job performance (outstanding versus below-average) on perceptions of employed women described as either divorced or married and as having either an infant or no children. Subjects (N=208) were male and female college students. They evaluated a stimulus person on 28 scales describing personality traits, professional competence, and performance attributions. Each subject rated one of eight employed women depicted as either an outstanding or below-average worker, divorced or married, with one or no children. Compared to below average workers, outstanding workers were rated as better adjusted, especially if they were mothers, and more competent, especially if they were not mothers. Married women were perceived as better adjusted than divorced women. Mothers were viewed as more nurturant than nonmothers. Attributions of effort were greater for mothers than for nonmothers. (Author/ABL)

ED 313 699 CS 212 049

Carey, L. J.; Flower, Linda

Foundations for Creativity in the Writing Process: Rhetorical Representations of Ill-Defined Problems.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.

PUB DATE- Jun 89

NOTE- 35p.

CONTRACT- ONR-N0014-85-K-0423

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavior Patterns; Case Studies; *Cognitive Processes; Expository Writing; Protocol Analysis; *Rhetorical Invention; Writing (Composition); *Writing Processes; Writing Research; Writing Skills

IDENTIFIERS- Writing Patterns; Writing Strategies

This report examines the composing processes of expert writers to determine which cognitive processes in expository writing produce an opportunity for a creative response. The first section considers how the ill-defined nature of many writing problems and the cognitive processes experts use to solve these problems interact to provide an opportunity for creative thinking. The second section examines how differences in writers' representation of their task can affect the originality and overall quality of their final products. The final two sections explore how writers' planning and revision processes can provide opportunities for working creatively in expository genres. The paper also reports on two case studies which compare novices to experts to examine how writers build an integrated problem representation and use diagnosis to develop solution strategies. Three figures are included, and 26 references are attached. (REH)

ED 313 819 EC 212 284

Greenwood, Reed, Ed.
Designing Jobs for Handicapped Workers. Conference Proceedings (Chicago, Illinois, December 1985).
President's Committee on Employment of the Handicapped, Washington, D.C.; RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
REPORT NO.- ISBN-0-932101-12-7
PUB DATE- Dec 85
NOTE- 68p.; Also sponsored by the Institute of Industrial Engineers.
GRANT- G0083C0010; G008300045
AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20061-4813 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Assistive Devices (for Disabled); Community Resources; *Employment Opportunities; *Engineering Technology; Equal Opportunities (Jobs); Job Analysis; *Job Development; *Physical Disabilities; *Rehabilitation; Resources; Task Analysis
IDENTIFIERS- *Job Modification

In these conference proceedings on employing workers with physical disabilities, an overview describes the scope of the need for modifying worksites. It emphasizes the need for a functional evaluation of the person's capabilities and an understanding of individual differences which must be considered in the design of assistive devices. Also described are disincentives to finding a job or hiring a worker with a disability. "The Process of Designing for the Handicapped Worker" outlines steps in the job design process, especially task analysis of jobs and functional analysis of disabilities. "The Rehabilitation Process" describes three types of rehabilitation situations: an acute catastrophic injury, a developmental disability, and an industrial injury. "The Process of Accommodation" discusses modifications to the job, equipment, and facilities that will help an individual's performance in the areas of lifting and carrying, manual tasks, mobility, seating, hearing, and seeing. "Job Accommodation Resources" provides information on: (1) community-based resources such as ergonomists, vocational rehabilitation agencies, medical practitioners, etc.; and (2) resources for technical redesign and engineering, such as research centers and information systems. The paper concludes with a directory of resources. (JDD)

ED 313 833 EC 221 349

Learning from the Best: A Profile of America's Finest Vocational Programs Serving People with Disabilities, 1987.

J.M. Foundation, New York, N.Y.

PUB DATE- 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Community Programs; Cooperative Programs; *Demonstration Programs; *Disabilities; Education Work Relationship; Severe Disabilities; *Sheltered Workshops; *Transitional Programs; Vocational Adjustment; *Vocational Rehabilitation
IDENTIFIERS- *Supported Employment Programs

The monograph describes 11 exemplary programs selected in 1987 by the J. M. (Jeremiah Milbank) Foundation from 154 programs providing vocational services to persons with disabilities. Programs were selected in four categories: community-based work adjustment, consortium-based transition, supported work in small communities, and work services for the severely disabled. Descriptions typically include a comprehensive discussion of the program's history, services, and strengths, as well as illustrations, the name of a contact person, address, and phone number. Also provided for each category is a chart showing how excellence was measured, and median values for programs evaluated. A summary section for each category identifies trends and issues. The programs selected include: Vocational Guidance Services, Cleveland, Ohio; Goodwill Industries of Kentucky, Inc., Louisville, Kentucky; Goodwill Industries of New Jersey, Inc., Harrison, New Jersey; Rural Minnesota Concentrated Employment Program (CEP), Inc., Detroit Lakes, Minnesota; International Center for the Disabled (ICD), New York, New York; Washington County Mental Health Services, Inc., Barre, Vermont; PACE Training and Evaluation Center, Star City, West Virginia; Washington County Vocational Workshop, Nashville, Illinois; Goodwill Industries of Colorado Springs, Inc., Colorado Springs, Colorado; Napa Valley Products, Services, and Industries, Inc., Napa, California; and Pioneer Center for the Exceptional, McHenry, Illinois. (DB)

ED 313 506 CE 053 578

McLean, Gary N.
Case Studies for Management Development in Bangladesh. Third Book. Prepared for the World Bank/Bangladesh Management Education and Training Project.
SPONS. AGENCY- World Bank, Washington, D. C.
PUB DATE- Apr 88
NOTE- 50p.; For related documents, see ED 277 892-895 and CE 053 579.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - General (020)
DESCRIPTORS- Administrator Education; *Banking; *Business Administration Education; Business Skills; Case Studies; *Compensation (Remuneration); Developing Nations; *Entrepreneurship; Foreign Countries; Labor Force Development; Leadership Training; *Management Development; *Marketing
IDENTIFIERS- *Bangladesh

This document contains 10 case studies of management situations in Bangladesh, which are intended to foster classroom discussion and thereby advance management development in that country. Two to four discussion questions follow each case study. Three case studies on the subject of pay and compensation were prepared by Abu Hossain Siddique; the titles of these studies are: "The Model Engineering Works"; "Ahmed Retail Store"; and "Dhaka University Club." The single case study on the subject of marketing is titled "Aziz Match Factory" (A. K. M. Mostafizur Rahman, SK. Matiur Rahman). The three case studies on bank loans and recovery are: "Krishi Loan Disbursement--Rajshahi XYZ Bank P. Br." (Syed Zabid Hossain, Zakir Hossain); "Adcco (Bangladesh) Limited" (M. Nuzrul Islam, M. Martiar Rahman); and "Quality Textiles" (M. Muzahidul Islam, Afrauz Zaman Khan Choudhury). On the subject of entrepreneurship is the case study called "Karim-Hannan Garments, Ltd." (A. F. M. Ashraf Ali). The case study on government policy is "Automobile Assembly/Manufacturing Enterprises in the Private Sector" (Amal B. Nag, Kanchan Kumar Purohit). Concluding the publication is an integrated case study called "General Electric Manufacturing Co., Ltd." (Abdul Mannan, Milan Kumar Bhattacharjee). (CML)

ED 313 599 CG 022 117

Walker, Alexis J.; Pratt, Clara C.

Sampling Bias in Family Caregiving Studies: A Research Note.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis MN, November 17-21, 1989).
GRANT- AG-06766
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Daily Living Skills; *Family Caregivers; *Frail Elderly; *Individual Needs; *Older Adults; Research; Scholarly Journals; *Self Care Skills

This study examined the characteristics of elderly persons receiving help from family members as reported in published studies on family caregiving. The data were drawn from 10 volumes of the "Journal of Gerontology" and "The Gerontologist" (1978-1988). Thirty-one family caregiving studies were identified. Although few of the elderly require assistance with the activities of daily living, the data showed that family caregiving studies focused disproportionately on this severely disabled group. An analysis of the studies revealed that dementia and severe physical limitations were over-represented while less severe limitations were under-represented. Although the vast majority of family caregivers spend their time helping the elderly with transportation, shopping and errands, household chores, and meal preparation, this type of instrumental care was underrepresented in the literature. Family caregiving research appears to understate the most frequent help given to elders (instrumental help) and may over-represent caregiving burden. (Author/NB)

ED 313 613 CG 022 136

Lowenstein, Ariela
Aging in Israeli Society--A Growing Dialogue between Research and Practice.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 87
NOTE- 30p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aging (Individuals); Foreign Countries; Judaism; Migration; Population Trends; *Research and Development; *Theory Practice Relationship
IDENTIFIERS- *Israel

This document presents a short description of the demographics and unique features of aging in Israeli society and a discussion of two research projects in the area of aging and the implications of the findings for policy and service development. It is noted that the elderly comprise approximately 10% of Israel's Jewish population and that the majority of Israel's Jewish elders are foreign-born. The discussion examines the ethnic and cultural diversity of Israel's population and the impact of this diversity on living arrangements, family relations, and care for the elderly. A dichotomy is drawn between ethnic groups with Western modern cultural backgrounds and those from Asia and Africa with the background of Eastern traditional culture and norms. Also examined are the living environments in Israel, especially within the rural sector where traditional villages exist alongside cooperative villages (the moshav) and collective communities (the kibbutz). The main components of the state of the art in gerontology in Israel are outlined. The first research project described involves an evaluation of the welfare services of the Haifa municipality and a coordinating service network between the hospitals in the city and the welfare department. The second project deals with the impact of the decision-making process of institutional placement upon family relations and the role of the social worker in the process. (NB)

ED 313 656 CS 009 818

Paired Learning: Tutoring by Non-Teachers. Incorporating "The Paired Reading Bulletin" No. 5.

Kirklees Metropolitan Council, Huddersfield (England).

PUB DATE- 89

NOTE- 168p.; Includes Proceedings of the Paired Reading Conference (4th, November 1988). Occasional faint type.

AVAILABLE FROM- Paired Learning Project, Oastler Centre, 103 New Street, Huddersfield, West Yorkshire HD1 2UA, United Kingdom (3.75 pounds sterling plus mail costs).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Content Area Reading; Elementary Secondary Education; Family Environment; Foreign Countries; *Parent Participation; Parent Student Relationship; *Peer Teaching; Postsecondary Education; Program Effectiveness; Program Evaluation; Reading Difficulties; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research

IDENTIFIERS- Great Britain

The eight papers constituting the Proceedings of the fourth National Paired Reading Conference are published in an annual bulletin of the Paired Reading Project, together with seven papers constituting the Supplementary Proceedings of the Peer Tutoring Conference, and nine feature articles, as follows: (1) "Whole-School Policy on Parental Involvement in Reading" (S. Wolfendale); (2) "Home Reading Styles: Variations in Technique" (J. Elliott); (3) "Reception Class Children and Their Parents Working Together in the Construction of Three Dimensional Forms" (D. Sharples and E. Godman); (4) "The Cambridge Literacy Project: Partners in Literacy" (L. Pearce); (5) "CAPER--Children and Parents Enjoying Reading" (L. Edwards); (6) "Companion Reading: Direct Instruction and Peer Tutoring with Parent Involvement" (M. Grange); (7) "New Ways with Spelling" (L. Oxley and K. Topping); (8) "Multiplying Attainments through Home Support: Parental Involvement in Maths" (T. Arora and J. Bamford); (9) "Peer Teaching in Health Education" (J. Redman); (10) "Peer Tutoring Handwriting and Spelling in a Comprehensive School" (P. Peaker and J. Garnett); (11) "Cued Spelling and Paired Reading in Adult Basic Education in Ryedale" (J. Scoble); (12) "Cross-Age Tutoring in Science" (K. Miller); (13) "Same-Age Peer Tutoring in Secondary School Science" (M. Bland and G. Harris); (14) "Knowing You--Knowing Me: A Peer Counselling Project" (J. Bond); (15) "Peer Tutoring with 'A' Level Chemistry Students" (P. Tymms); (16) "Changes in Reading Style Following Peer Tutored Paired Reading and 'Listening' to Reading" (T. Joscelyne); (17) "Participant Evaluation of Parent-Tutored and Peer Tutored Projects in Reading" (K. Topping and M. Whiteley); (18) "C.R.I.S.P.--Cleveland Reading in Secondary Schools Project" (M. Greening and J. Stephenson); (19) "Kirklees Paired Reading Project--Summary of Research Results" (K. Topping); (20) "The Effect of Understanding Mnemonic Strategies on Peer Tutoring" (A. Barron); (21) "Purposeful Interaction: Skills and Stages" (K. Topping); (22) "Reciprocal Peer Tutored Cued Spelling with Ten Year Olds" (M. Brierley and others); (23) "Cued Spelling in Adult Literacy in Kirklees" (R. Harrison); and (24) "Cross-Curricular Same-Age Peer Tutoring at Deighton High School" (A. Sunderland). Also included is a section of news on the Kirklees Paired Learning Project, parental involvement in mathematics, paired reading in Gujerati and Urdu, paired writing, the peer tutoring consortium, and peer tutoring in higher education. (SR)

ED 313 732 CS 506 933

Larson, James F.; Rivenburgh, Nancy K.

Televised Constructions of the Seoul Olympic Opening Ceremony in Australia, the United Kingdom, and the United States.

PUB DATE- May 89

NOTE- 43p.; Revised version of a paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Athletics; *Broadcast Television; Comparative Analysis; Content Analysis; Cultural Context; *Cultural Traits; Foreign Countries; *International Relations; *Mass Media Role; *Olympic Games; Television Research

IDENTIFIERS- Australia; *South Korea; Television Networks; United Kingdom; United States

A study was conducted to describe the extent and dimensions of televised messages about nation, culture, and the Olympics, comparing them across three broadcast systems in Australia, the United Kingdom, and the United States. The study was based on complete opening ceremony telecasts by NBC in America, Australia's Network TEN, and the British Broadcasting Corporation (BBC). Data were gathered on important audio and visual dimensions of the broadcasts. The three major components of the ceremony as planned by the event organizers were: (1) the obligatory Olympic rituals and gestures as defined by the Olympic Charter; (2) the entry/exit of the athletes; and (3) cultural performances including music, dance and demonstrations. Findings indicated that all of the opening ceremony telecasts conveyed an emphasis on both nation and Olympic-style internationalism. A second general finding was that the three broadcast systems offered viewers different constructions of the Seoul opening ceremony. Results also indicated that, despite varied constructions and interpretations of the ceremony, South Korea's overall image portrayal across three opening ceremony telecasts was positive. The empirical evidence presented provides strong confirmation that television constructs the Olympic spectacle into multiple realities and that it does so with profound implications for images of nation, culture and the Olympic movement. (Four figures and four tables of data are included. One appendix, showing the "story units" of the opening telecast, and 39 references are attached.) (MG)

ED 313 748 CS 506 956

Horgan, Dianne D.
The Language of Achievement.
PUB DATE- Nov 89

NOTE- 5p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Achievement; Expectation; *Language Role; *Language Usage; Oral Language; *Self Evaluation (Individuals); *Sex Bias; Sex Role; Success
IDENTIFIERS- *Language Awareness; Status Quo

Language is both a reflection of the status quo and a factor in perpetuating the status quo. People use language to encode their own experiences; memories are the encoded versions of reality. People learn how to characterize their experience by seeing how others characterize their own and others' experiences. When asked to talk about successful men and women, different words are typically used to describe the behaviors associated with men's versus women's success (such as, men are "ambitious," women are "power hungry"). Besides the different emotional reactions to different words and phrases, part of the process of encoding experiences involves expressing attributions of motives and abilities. Looking at how people talk about achievement gives others a window into their motivational systems. Individuals use language as it has been modeled to them to encode their experiences and then those encodings become reality. Language that reflects the status quo then influences how they think and behave. By listening closely to examples of the language women and girls use to describe their achievements, a better understanding of the relationship between language, thought, and achievement behavior can be gained. (MG)

ED 313 762 CS 506 986

Springston, Jeffery K.; Keyton, Joann

Defining and Quantifying Potentially Discriminatory Questions in Employment Interviewing.

PUB DATE- Nov 89

NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). For related document, see CS 506 989. Tables 3 and 4 and Appendix A (p. 21-26) are of poor legibility.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; *Employment Interviews; *Employment Practices; Equal Opportunities (Jobs); Federal Legislation; National Surveys; Organizational Communication; *Questioning Techniques; Questionnaires; State Legislation

IDENTIFIERS- Wisconsin

A study determined what constitutes an illegal pre-employment question, reviewed current laws and literature on the subject, and determined the prevalence of illegal questions asked by organizations. Except in the case of specific statutory law, there is no precise way to define what constitutes an illegal question; however, state and federal guidelines as well as established case law provide fairly clear parameters. A survey of the human rights and labor departments of all 50 states, designed to determine which states had enacted stronger legislation than the general framework provided by federal legislation, indicated a range of no laws to very specific laws concerning employment screening. A survey questionnaire, designed to determine the extent to which employers would ask or consider asking illegal questions, was sent to 350 various organizations in Wisconsin and returned by 157 organizations. The sample of organizations was stratified in relation to nine basic industry types and the number of employees. Results indicated that: (1) a large majority of organizations are likely to be asking potentially illegal questions in their pre-employment screening process; (2) the food service/restaurant and wholesale/retail trade industries appear to be the worst potential offenders; and (3) larger organizations are less likely to ask potentially illegal questions than smaller organizations. (Twenty references, four tables of data, and an appendix containing a list of legal and potentially illegal questions are attached.) (RS)

ED 313 806 EA 021 490

"Restructuring" Schools: Integrating the Curriculum.
Northwest Educational Service District 189, Mount Vernon, WA.
PUB DATE- Dec 89

NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; *Integrated Curriculum
IDENTIFIERS- *Educational Restructuring

Integrating curriculum is one of the key school improvement activities being undertaken in the process of "restructuring" schools. Reviewed are materials on integrating curriculum that have been entered into the ERIC system in the 1980s, as well as documents from other instate and regional sources. The meaning of "restructuring" is defined, and curriculum revision is determined to be a major component of the restructuring process. A review of materials entered into the ERIC system reveals that curriculum integration is interpreted in three ways: (1) the integration of subareas within a single traditional subject area; (2) the integration of two (or more) related subject areas; and (3) the infusion of new curriculum into existing courses or subject areas. A few ERIC entries in the 1980s describe programs that first identified desired core competencies and then built a major part of the curriculum around them; that is, core curriculum programs. A few documents recently entered in ERIC provide specific advice about how to develop comprehensive, overall integration of curriculum as well as provide annotated lists of integrated curriculum projects and interdisciplinary projects across the nation. Documents and articles in ERIC through June 30, 1989, focus primarily on the regressive influence of current standardized testing on curriculum revision and the deleterious effect of tracking children into special education or other groupings that isolate them from mainstream curriculum and learning opportunities. (56 references) (SI)

ED 313 849 EC 221 715

O'Donnell, Angela; Adenwalla, Dinaz
Scripted Cooperation and Knowledge Maps: Information Processing Tools Applied to Deaf Education.
PUB DATE- Jul 89

NOTE- 20p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advance Organizers; College Students; *Cooperation; *Cooperative Learning; *Deafness; Elementary Secondary Education; Hearing Impairments; Higher Education; Interaction; *Teaching Methods
IDENTIFIERS- *Knowledge Mapping

This paper presents a detailed description of two information-processing tools, scripted cooperation and the use of knowledge mapping, and their potential application to deaf education. Scripted cooperation is a method for structuring the cooperative learning activities of student pairs. The roles and activities of the participants are scripted. The cognitive, affective, metacognitive, and social activities of an interacting dyad can be directed by the use of an appropriate script. Knowledge mapping involves the presentation of information via two-dimension node-link representations. Central ideas are contained in nodes and are hooked to other ideas using a series of named "links" or relationships. The labeled links allow for the specific articulation of ideas and their connections and also provide students with retrieval cues. The efficacy of scripted cooperation and knowledge maps are assessed within the context of an undergraduate biology course. The role of knowledge maps in learning high school social studies material is also examined. (Author/DB)

ED 313 876 EC 221 747

Assess to Public Meetings and Assistive Listening Devices (ALD'S) and Access to Printed Information by Visually-Impaired Persons.

Technical Assistance Guides.

Department of Justice, Washington, D.C. Civil Rights Div.
REPORT NO.- TAG-85-1; TAG-85-2; TAG-85-3
PUB DATE- Nov 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Assistive Devices (for Disabled); Citizen Participation; *Communication Aids (for Disabled); *Hearing Impairments; Large Type Materials; *Meetings; *Physical Disabilities; Reading; *Visual Impairments

This item consists of three separate "Technical Assistance Guides" combined into one document because they all are concerned with improving access to information for handicapped people. Specifically, the three guides provide: (1) information to enable hearing impaired, visually impaired, and mobility impaired persons to have access to public meetings; (2) information on special devices that can be used to improve communication with hearing impaired persons; and (3) information on steps to enable visually impaired persons to have access to printed materials. The first guide has the following sections: title, purpose, notice of public meetings and requests for special services, access for hearing impaired persons (e.g. provision of interpreters), access for visually impaired persons (e.g. provision of Braille and large print materials), access for mobility impaired persons (e.g. wide aisles for wheelchair access), availability of this document in alternate formats, and resources. The second guide has the following sections: title, purpose, background, availability in alternate formats, resources, and types of assistive listening devices (e.g. audio loop system, infrared systems, AM systems, FM systems, and hard wired systems). Each device is covered in terms of a brief description, major advantages, major disadvantages, and costs. The third guide has similar sections and covers printing factors that affect readability including type size, type selection, line leading, proportional spacing and hyphenation, line width, columns, paragraphing, contrast and color, finish, and color screens and reversals. (DB)

ED 313 890 EC 222 011

Skiba, Russell J.
Temporal Parameters in the Sampling of Behavior: The Accuracy and Generalizability of Observation. Instructional Alternatives Project. Monograph No. 10.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 89
NOTE- 49p.
GRANT- G008430054
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavioral Science Research; *Classroom Observation Techniques; Elementary Secondary Education; Generalization; *Observation; *Research Methodology; Sampling
IDENTIFIERS- *Time Sampling

This literature review addresses the technical adequacy of time sampling observation systems, which is fundamental to ensuring the generalizability of data obtained from behavioral observation. Investigations comparing partial interval, whole interval, and momentary time sampling have yielded consistent results. These suggest that duration of behavior is underestimated by whole interval sampling, overestimated by partial interval sampling, and on average accurately estimated by momentary time sampling. Momentary time sampling does not yield data suitable for the estimation of frequency. Partial interval sampling may yield consistent, but not necessarily absolutely accurate, estimates of frequency. Attempts to define the "ideal" interval for time sampling have generated inconsistent results. Investigations of momentary time sampling have yielded recommended values ranging from less than 30 seconds to 5 minutes. It appears that accuracy of momentary time sampling may be most dependent on overall frequency of observation, necessitating attention to both interval length and the length of the observational session. Little attention has been paid to issues of the representativeness of a behavioral sample drawn from a brief, fixed duration observation. The available literature suggests that massing observations within a fixed duration session may prove less generalizable than will observations spread over time. A list of 114 references is included. (Author/JDD)

ED 313 532 CE 053 731

Montana's Growing and Declining Industries and Occupations 1986-1995.

Montana State Dept. of Labor and Industry, Helena.
PUB DATE- Apr 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; Career Choice; Career Development; *Demand Occupations; *Employment Patterns; *Employment Projections; Industry; *Occupational Information; Service Occupations; State Surveys
IDENTIFIERS- *Montana

Montana's industries are projected to employ 35,880 more wage and salary workers by 1995 than in 1986. If these employment projections hold true, there will be an average growth rate of about 1.5 percent per year in the state. Most of the employment growth projected to 1995 by the Montana Department of Labor and Industry will be in the service industries. Using state and national labor statistics, the report contains information about the following: (1) growing and declining industries; (2) growing and declining occupations; and (3) occupational profiles. Tables show industry employment projections and occupational employment projections. A list of career reference materials is provided. (KC)

ED 313 558 CE 053 833

Smith, Glenys
Making and Adapting Open Learning Materials.

Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Programs; *Autoinstructional Aids; Foreign Countries; *Independent Study; Individualized Instruction; Learning Laboratories; Learning Modules; *Literacy Education; *Material Development; *Open Education; Study Guides; Word Processing
IDENTIFIERS- *England (Bristol)

This guide offers suggestions for developing learning materials for self-instruction by adults. It is based on methods used in the Bristol (England) Open Learning Centre. The guide covers the following topics: (1) using open (self-instructional) materials with basic education students; (2) supplying support for instructional materials; (3) creating and using study guides. (4) helping students unable to read a study guide by creating tapes; (5) making materials accessible; (6) using computers for self-instruction; (7) using word processing to teach literacy skills; and (8) using concept keyboards. A four-step process for writing a study guide is included in the guide. (KC)

ED 313 684 CS 009 877

Harrison-McEachern, Rebecca
Half-Day Kindergarten versus All-Day Kindergarten and Its Effects on First-Grade Reading Achievement.
PUB DATE- Dec 89
NOTE- 40p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Full Day Half Day Schedules; Grade 1; Kindergarten; Primary Education; *Program Effectiveness; *Reading Achievement; Reading Research
IDENTIFIERS- Comprehensive Tests of Basic Skills; New Jersey (Newark)

A study compared the reading achievement of first grade students who attended half-day kindergarten to that of students who attended full-day kindergarten. Subjects, 67 students in urban Newark, New Jersey, who had attended half-day and 66 students who had attended full-day kindergarten, were given the first grade Comprehensive Tests of Basic Skills (CTBS) after 8 months in the first grade. The total reading scores for the two groups were then compared. Results indicated that students who had attended full-day kindergarten scored significantly higher than students who had attended half-day kindergarten. (One table of data is included; 21 references and an appendix of data are attached.) (RS)

ED 313 777 EA 021 438

EPA's Implementation of Laws Regulating Asbestos Hazards in Schools and in the Air. Hearing before a Subcommittee of the Committee on Government Operations. House of Representatives, One Hundredth Congress, Second Session.

Congress of the U. S., Washington, D. C. House Committee on Government Operations.

PUB DATE- 1 Jun 88

NOTE- 235p.; Frequent reduced size type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Air Pollution; *Asbestos; Construction Materials; Elementary Secondary Education; *Federal Legislation; Government Publications; *Hazardous Materials; *Hearings; Physical Health

IDENTIFIERS- *Environmental Protection Agency

A hearing was held by the Subcommittee on Environment, Energy, and Natural Resources on the Environmental Protection Agency's (EPA) implementation of laws regulating asbestos hazards in schools and in the air. Presented are testimony as well as letters and statements submitted for the record by leading authorities in the area including: (1) James J. Florio (New Jersey State Representative); (2) Donald E. Kirkendall (EPA Deputy Inspector General); (3) John A. Moore (EPA Assistant Administrator for Pesticides and Toxic Substances); (4) James R. Oglesby (National School Boards Association President-Elect); (5) Mike Synar (Oklahoma State Representative and chairman of the subcommittee); and (6) Bill Kitchen, III (member, Johnstown, New York, School Board). (SI)

ED 313 669 CS 009 862

Rustin, Terry A.
Increasing through Workshops the Amount of Time Kindergarten Parents Read to Their Children.
PUB DATE- 89
NOTE- 70p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Childrens Literature; Kindergarten; Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent Role; Parent School Relationship; Primary Education; *Reading Aloud to Others; *Reading Attitudes; Reading Habits; Reading Instruction; Reading Material Selection; *Reading Readiness; Reading Research
IDENTIFIERS- Reading Behavior

A practicum was designed to increase the amount of time parents read to their kindergarten children. Fifteen parents in a suburban area participated in a series of teacher-presented workshops to discover the value of reading aloud, learn strategies for presenting literature, and practice reading aloud to their children. All seven of the behavioral objectives of the practicum were achieved. Fifteen of the target group members were able to list three values of reading aloud, give three strategies for presenting literature, list two questioning techniques, and show an increase in the amount of time spent reading aloud to their child by 30 minutes per week. The other three objectives were achieved with higher results than expected. Thirteen of the 15 parents accompanied their child to the school or public library five times during the program, 11 out of the 15 parents showed an increased enthusiasm of two points for reading aloud on the posttest, and nine of the participants' children showed an increased enthusiasm of five points for being read to aloud. Such results indicated that presenting workshops for parents will help them increase the amount of time they read aloud to their children. The presentation of the workshops enhanced parents' knowledge of reading aloud. This prompted the increase in the amount of time that parents read to their children. (Nine tables of data are included. Nineteen references and seven appendixes, including the survey, questionnaires, pre- and posttests and enthusiasm rating point scales used, are attached.) (MG)

King, Robert
Poetry and Science in the Classroom.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Jan 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Creative Writing; Elementary Secondary Education; Instructional Innovation; Interdisciplinary Approach; *Poetry; *Science Instruction
IDENTIFIERS- Meaningfulness

Science and poetry are both ways of knowing about the world and they can be combined and integrated in classroom instruction. In the most productive educational theories, both science and writing are seen as methods of creating meaning. Science is treated as the process of examining individual pieces of data and observation to form generalizations; writing, in the process-oriented classroom, is recognized as a method of making meaning, the act of forming one's ideas and experiences into writing. Science and poetry involve: (1) making close and careful observations; (2) making connections; and (3) forming an empathic identification. It is wonder and awe that bind poetry and science together in their attempts to closely observe, to discover and create connections, and to offer their results for empathic identification. (Fifteen specific poetry writing activities are included.) (RS)

ED 313 792 EA 021 471

Beezer, Bruce

U.S. Supreme Court Decisions in Bethel and Hazelwood: Is the Pig in the Parlor Gone?

PUB DATE- Nov 89
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Chicago, IL, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; Educational Legislation; Elementary Secondary Education; *Ethics; Federal Courts; *Freedom of Speech; *Government School Relationship; Moral Values; Public Schools; *School Law; *Student Rights
IDENTIFIERS- Pig in the Parlor Test; *Supreme Court

The "pig in the parlor" refers to a growing area of censorship. In this paper, "parlor" stands for public schools, and "pig" for speech that need not be protected if it occurs at an inappropriate time or place, i.e., if such speech is not considered to bear the "imprimatur" of the schools. A review of the U.S. Supreme Court decisions affords insight into the meaning of free speech as a democratic value in the context of the public school setting. This review of Court cases focuses on: (1) a brief overview of the law governing free speech; (2) specific legal concepts pertinent to free speech in the context of the public schools; (3) a discussion of two recent Supreme Court decisions on free speech in schools and subsequent lower court decisions; and (4) some general conclusions concerning issues related to the conference's theme of "Ethics and Democratic Values in the Education Profession." The two cases discussed are the "Bethel School District No. 403 v. Fraser" and "Hazelwood School District v. Kuhlmeier." (40 references) (SI)

ED 313 863 EC 221 731

Burke, James Patrick
Implementing a Manipulative, Piagetian Mathematics Curriculum for Primary, Educationally Handicapped Pupils.
PUB DATE- 6 Jul 89
NOTE- 107p.; Ed.D. Practicum, Nova University. Toner streaks on every page.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Games; Instructional Effectiveness; Instructional Materials; *Learning Disabilities; *Manipulative Materials; *Mathematics Instruction; *Number Concepts; Primary Education; Small Group Instruction; *Teaching Methods

The practicum paper describes the development of a mathematics program for primary-level educationally handicapped students, to be implemented by resource room teachers. Developmental areas covered include: numbers (0-10), addition and subtraction (sums to 10), place value, and time and money. The 10-month intervention period was preceded and followed by testing. Intervention emphasized the use of manipulatives (coin and bead sets, counters, attribute blocks, geoboards, interlocking cubes, unit cubes, tens rods) and games in small group settings. Results indicated that: (1) 14 of the 20 students improved their overall scores on an oral instructor-directed test by 20 points; (2) 14 of the students learned to write numerals and count up to 10; (3) nine students learned to solve simple monetary problems; (4) 10 students learned to solve simple subtraction problems; (5) seven students learned to count up to 99; and (6) 11 students learned to recognize the monetary value of various coins. (DB)

ED 313 519 CE 053 682

Working Women: Employment Barriers and Special Needs. Handbook.
Institute of Applied Research, St. Louis, MO.
SPONS. AGENCY- Missouri State Council on Women's Economic Development and Training, Jefferson City.
PUB DATE- May 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Day Care; Disadvantaged; Displaced Homemakers; *Employed Women; *Employment Patterns; *Employment Problems; Employment Programs; *Equal Opportunities (Jobs); Federal Programs; Job Training; Nontraditional Occupations; Outcomes of Education; Postsecondary Education; Sex Bias; *Sex Discrimination; Womens Education; Work Experience
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982; Missouri

This handbook is a summary of research that was a follow-up to a comprehensive study of women and employment conducted in 1987. In that study, a statewide sample of working women in Missouri was asked about problems ("barriers") they had experienced in relation to work. The data were analyzed in terms of women reporting the most severe problems, education/training/work experience problems, women of different marital status, women who were working part time or full time, child care problems, and availability of resources. Another part of the study summarized in this report involved surveys of women from special populations, such as women who had participated in the Job Training Partnership Act program in Missouri and women attending programs for displaced homemakers and disadvantaged women under the Carl D. Perkins Vocational Education Act. The third part of the study reported here examined education and training trends and employment trends among Missouri women. Results are presented, with illustrative figures and tables, for each area of barriers studied and for each group of women. (KC)

ED 313 533 CE 053 732

Montana Workforce to the Year 2000: Opportunities and Challenges.

Montana State Dept. of Labor and Industry, Helena.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- Aug 88

NOTE- 77p.; Some of the graphs have small numbers that will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; Career Choice; Career Development; Demand Occupations; *Demography; *Educational Needs; Employment Patterns; *Employment Projections; Futures (of Society); *Labor Force; Labor Market; *Occupational Information; State Surveys

IDENTIFIERS- *Montana

Beginning with a glance at Montana's past, this publication looks to the state's future in terms of demographic patterns, employment growth, technological changes, educational needs, and workplace changes. Population, work force, and employment projections are compared with national trends. Productivity and job changing are considered, and displaced workers are acknowledged. Finally, the role of government in work force changes is considered, with a short examination of programs facilitated by the Job Training Partnership Act (JTPA) and Montana legislation. Skill levels and specific vocational preparation for various careers are profiled. Numerous graphs are included. (KC)

ED 313 545 CE 053 779

Report on Study of Existing and Potential Linkages between Apprenticeship and Cooperative Education.

National Child Labor Committee, New York, N.Y.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC. Bureau of Apprenticeship and Training.
PUB DATE- 30 Sep 88
NOTE- 56p.; Poor legibility prevents paper copy reproduction.
CONTRACT- 99-8-2412-75-012-04
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Vocational Education; *Apprenticeships; *Cooperative Education; Cooperative Planning; *Cooperative Programs; *Experiential Learning; Labor Force Development; Postsecondary Education; *School Business Relationship; Secondary Education; Trade and Industrial Education; *Work Experience Programs

The status and potential of links between apprenticeship and cooperative education were studied to determine whether and how resources should be expended to increase and strengthen those linkages. Data were collected through a literature review; from the U.S. Bureau of Apprenticeship and Training (BAT); and from the departments of education and cooperative education coordinators in 41 states and 9 large cities. The following are among the findings and recommendations: (1) strengthened linkages would help the BAT achieve its objectives of playing a more effective role in preparing youth for employment, developing a more flexible labor pool, expanding into new occupations, and involving more women, disadvantaged, and handicapped students; (2) the few effective programs linking secondary cooperative education and apprenticeship should be presented as models; (3) educational and apprenticeship professionals are interested in establishing and strengthening linkage programs but are hampered by barriers such as lack of experience and knowledge, few resources, and lack of administrative support; (4) once a viable program is underway, state and local educational agencies and BAT should be able to maintain effective local and state programs; and (5) occupations and states with effective cooperative education provide opportunities to expand and increase apprenticeships. (Appendices--the bulk of the document--provide details on the study methodology and results, definitions and descriptions of apprenticeship and cooperative education, a 19-item bibliography, an annotated list of National Child Labor Committee publications, and a copy of their pamphlet, "Everybody Benefits from Cooperative Education.") (CML)

ED 313 559 CE 053 840

Fransson, Anders; Larsson, Staffan
Who Takes the Second Chance? Implementing Educational Equality in Adult Basic Education in a Swedish Context.
PUB DATE- 5 Oct 89
NOTE- 31p.; Paper presented at the Annual Conference of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Students; *Corporate Education; Foreign Countries; Industrial Personnel; *Literacy Education; Nursing Education; *Student Motivation; *Student Recruitment; Unskilled Workers
IDENTIFIERS- *Sweden

This paper presents an overview of adult basic education in Sweden, focusing on what types of adults take advantage of basic educational opportunities and when they do so. It includes two case studies, one of auxiliary nurses and one of factory workers, that describe what motivates these employees to take literacy education or further education courses and what courses they are likely to take. The paper concludes that, overall, adults are more likely to take advantage of educational opportunities when they are necessary to their lives at the moment and when they are made convenient, especially when they are conducted in the workplace during working hours. The document contains 43 references. (KC)

ED 313 573 CE 053 855

Nurss, Joanne R.

PALS Evaluation Project.

Georgia State Univ., Atlanta. Center for the Study of Adult Literacy.
SPONS. AGENCY- Georgia State Dept. of Education, Atlanta. Office of Adult and Technical Education.
PUB DATE- Jul 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Adult Students; *Computer Assisted Instruction; Computer Software; *Literacy Education; Outcomes of Education; Programed Instruction; *Program Effectiveness; *Reading Instruction; Student Attitudes; Teacher Attitudes; Teaching Methods; Typewriting; Writing Instruction
IDENTIFIERS- 310 Project; *Principles of Adult Literacy (IBM)

A study evaluated the IBM Principles of Adult Literacy (PALS) program in 1988-89. Three adult education centers in Georgia (two with PALS and one without) were studied to determine whether, for adult nonreaders, the PALS program produced gains in reading equal to or greater than those produced by a traditional noncomputerized program. In addition to reading, students' progress in writing and student and teacher attitudes toward the PALS program were evaluated by means of assessment, observations, and interviews collected during an 8-month period. The study found that adults in the PALS program performed as well as adults in a traditional noncomputerized literacy program, although neither group as a whole demonstrated significant progress on the reading or writing measures. There was a significantly lower dropout rate, but no difference in the attendance rate for the PALS program than for the traditional program. Student satisfaction with the PALS program was high, their attitudes toward the program were good, and they felt they improved their reading. Teachers were generally favorable toward the PALS program although they felt the need to use it in conjunction with other teaching methods and materials. Strengths of the PALS program centered around the use of computers and the inclusion of touch typing skills in the instruction. Weaknesses of the PALS program included the difficulty teachers had getting the writing program started and problems with typing for the older students. The study concluded that the PALS program may be a beneficial addition to a literacy program, but it is not a panacea for adult literacy education. (KC)

ED 313 586 CE 053 892

Wilson, Arthur L.; Burket, Lee

What Makes Learning Meaningful?

PUB DATE- 4 Oct 89
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Adult Educators; *Andragogy; Educational Philosophy; *Experiential Learning; *Learning Theories; Models; Teacher Effectiveness; *Theory Practice Relationship
IDENTIFIERS- Dewey (John); Freire (Paulo); Houle (Cyril O); Jarvis (Peter); Kolb (David A); Mezirow (Jack); Rogers (Carl)

This document examines the work of Dewey, Kolb, Jarvis, Mezirow, Freire, Rogers, and Houle to find out what these experiential learning theorists have to say about the role experience plays in making learning meaningful. The first section addresses each writer's work for specific ideas of how experience is related to making learning meaningful, including what learning is like, what outcomes are intended, and implications for instruction. In the second section, major concepts are extrapolated about the relationship of experience to learning that are evident in all or most of the works examined. Those concepts include interaction and continuity; creation of new knowledge, awareness, and ability; the integration and expansion of perception; and the development of understanding and self-direction. Among the implications for adult educators are the importance of understanding the learner's personal and social background, arranging the learning conditions, preparing learners for the contradiction and conflict that the learning experience is likely to incite, posing problems that will result in learning, and facilitating reflection and dialogue about the meaning and effect of the learning experience. The conclusion states that the works examined argue for the necessity of actively engaging adult educators who are responsible for actually bringing learners into a confrontative position with their own thinking in order to grow beyond its limitations. The document concludes with a seven-item bibliography. (CML)

ED 313 600 CG 022 118

Hearing on H.R. 670, The School Completion and Incentives Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (Miami, Florida).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 13 Feb 89
NOTE- 101p.; Serial No. 101-40.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Dropout Prevention; Elementary Secondary Education; Hearings; *Potential Dropouts; *School Holding Power
IDENTIFIERS- Congress 101st

This document presents witness testimony and prepared statements from the Congressional hearing. Statements are included from Representatives Claude Pepper, Carl Perkins, Charles Hayes, and Nick Rahall. Witnesses providing testimony include: (1) Joseph Fernandez, Superintendent of Dade County Public Schools, Florida; (2) Nan Rich, who describes Dade County's Home Instruction Program for Preschool Youngsters; (3) Pat Tornillo, executive vice president, United Teachers of Dade County; (4) Larry Adams, vice president of economic development, Florida Power and Light Company; (5) T. Willard Fair, president and chief executive officer, Urban League of Greater Miami, Inc., Miami, Florida; (6) Nancy Peck, National Dropout Prevention Network, University of Miami Center for Dropout Prevention; (7) Francena Thomas, District Advisory Council on Dropout Prevention, Metro-Dade Police Department; (8) Marvin Dunn, director, Academy for Career Education, and associate professor, Florida International University; (9) Guarione Diaz, president and executive director, Cuban-American National Council; (10) Raul Martinez, executive director, Aspira Association; (11) Marci Lindemann, 1987 Teacher of the Year; (12) Barbara Gothard, director, corporate relations, Burger King Corporation; and (13) Charlotte Greenbarg, president, Dade County Council PTA/PTSA and first vice-chairperson, Dade County Commission on the Status of Women. Also included are statements from seven students: Mackie Barnes, Michael Oguendo, Ginette Louis, Luis Collazo, Sadilia Williams, Sharon Fuller, and Roy Carter. Prepared statements, letters, and supplemental materials are included. (NB)

ED 313 628 CG 022 151

Dibner, Andrew S.
Personal Emergency Response Systems--Communication Technology Aids Elderly and Their Families.
PUB DATE- Jun 89
NOTE- 8p.; Paper presented at the Annual Meeting of the International Council of Psychologists (47th, Halifax, Nova Scotia, Canada, June 2-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Communication Research; Disabilities; *Frail Elderly; *Older Adults
IDENTIFIERS- *Lifeline

Personal response systems (PRS) bring immediate help to aged and disabled persons at home at the touch of a button. The PRS user wears a tiny radio transmitter as a pendant or a bracelet and can send a telephone signal from any part of the home to a 24-hour emergency center when help is needed. This study examined research on the Lifeline system, which is the most ubiquitous PRS product in the United States at this time and which is used by approximately 200,000 people. A study of the users of Lifeline found them to be, for the most part, women in their late 70's and early 80's, although handicapped persons of all ages are on Lifeline. Most subscribers live alone while others live with disabled spouses. Emergency rates have been shown to be about one-half of an emergency per person per year, and subscriber satisfaction has been shown to be very high. PRS was found to have positive psychological effects on subscribers, with subscribers reporting an increased sense of security. Lifeline has been found to be related to decreased nursing home use and shortened hospital stay. There has been relatively rapid acceptance and dispersion of PRS as an additional home care service. Research has shown PRS to have strong anxiety-reducing effects for subscribers and their families. The resulting sense of security appears to be reflected in a lessened need for formal institutional care and formal home attendant care. (ABL)

ED 313 642 CG 022 165

Walters, Andrew S.

Relationships between Time Orientation, Knowledge of AIDS, and Self-Reported Sexual Behavioral Changes in College Students.

PUB DATE- Mar 89

NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (60th, Boston, MA, March 30-April 2, 1989). Table, p. 13, will not reproduce adequately in paper copy.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Change; *College Students; *Health Education; Higher Education; *Sexuality; Student Behavior; *Time Perspective

College students as young adults are sexually active. Authorities on Acquired Immune Deficiency Syndrome (AIDS) are concerned about the transmission of Human Immunodeficiency Virus (HIV) in college students since students are sexually active but do not perceive precautions against AIDS as necessary for themselves. This study examined what college student subjects (N=180) knew or did not know about AIDS and differences or changes in sexual behavior of subjects after they learned of AIDS. Knowledge about AIDS, time orientation, and sexually risky behavior patterns were assessed. Students exhibited a high degree of AIDS knowledge. Time orientation was insignificant for all variables. Approximately 80 percent of students were sexually active with 29 percent of these having changed toward safer sexual behaviors. However, to the degree changes were made, the changes in behavior before and after learning about AIDS could not be accounted for or predicted by the independent variables. Older students and males as groups both had a higher knowledge of AIDS. It is encouraging that at least some students have altered their sexually risky behavior. If education is to be used as a tool in preventing further infection rates of HIV, then it cannot be used alone as an explanation or as a panacea for changing behavior. A more complex approach is needed which focuses on different developmental groups and which is appropriate for changing sexual behavior in particular. (ABL)

ED 313 700 CS 212 050

Berkenkotter, Carol; And Others

Social Context and Socially Constructed Texts: The Initiation of a Graduate Student into a Writing Research Community. Technical Report No. 33.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; Case Studies; Content Area Writing; Graduate Students; Higher Education; *Research Papers (Students); Rhetoric; Student Writing Models; Writing Research; *Writing Skills
IDENTIFIERS- *Academic Discourse; Research Curriculum; Rhetorical Strategies; Writing Contexts; *Writing Development; Writing Models

A study examined a number of concepts drawn from recent research on the social contexts of writing as it is conducted in academic and professional communities to determine how novice writers learn the rhetorical and linguistic conventions that constitute specialized, disciplinary literacy. These concepts were applied to a close inspection of three texts written over an 18-month period by an adult writer, Nate, entering a research community within a doctoral program at a major university. The texts chosen for analysis were introductions to end-of-term project reports which, written in the first three semesters, served as milestones in that they represented the culmination of a semester's thinking on a given research topic and the writer's compiled linguistic and substantive knowledge in his new discipline. The study suggests that the changes occurring over time and the linguistic and rhetorical features of these texts can be seen as indicators of this student's initiation into a disciplinary subspecialty. (One figure and one table of data are included; 42 references are attached.) (KEH)

ED 313 820 EC 212 285

Enders, Alexandra, Ed.

Technology for Independent Living: Sourcebook.

RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.; Wisconsin Univ., Madison. Trace Center.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, D.C.
REPORT NO.- ISBN-0-932101-08-9
PUB DATE- May 84
NOTE- 286p.; Prepared by Tools for Living in the Community (TLC), Berkeley, California.
GRANT- G008300045
AVAILABLE FROM- RESNA, Department 4813, Washington, DC 20061-4813 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Electronic Control; Elementary Secondary Education; *Engineering Technology; Financial Support; *Independent Living; Information Services; Microcomputers; *Normalization (Handicapped);

*Physical Disabilities; Physical Mobility; Recreational Activities; *Rehabilitation; Sensory Aids; Vocational Rehabilitation

This sourcebook provides information for the practical implementation of independent living technology in the everyday rehabilitation process. "Information Services and Resources" lists databases, clearinghouses, networks, research and development programs, toll-free telephone numbers, consumer protection caveats, selected publications, and technology resources related to specific disabilities or age groups. "The Equipment Selection Process" addresses the importance of systematic selection procedures and provides guidelines for the initial client interview and an independent living skills checklist. "Technology at Home" offers advice on use of hospital beds at home, home management, personal care, clothing and shoes, architectural adaptations, and environmental control devices. "Educational and Vocational Technology" describes technical aids which may benefit disabled employees and students at all levels of education. "Recreational and Leisure Technology" focuses on wheelchair sports, water sports, winter sports, leisure activities such as gardening and fitness, and toys and games. "Technology for Personal Mobility" deals with seated wheeled systems, other types of mobility equipment such as walking aids and lifts, seating and positioning technology, and personal vehicles. Other sections include "Control, Communication and Sensory Aids," "Microcomputer Applications," and "Funding, Models, Policy, Statistics." (JDD)

ED 313 834 EC 221 350

Cadavid, Victoria; And Others
Friends of Special Education: Training Manual.
Chicago Public Schools, Ill.
PUB DATE- Apr 89
NOTE- 36p.; The document was based on a presentation at the Annual Convention of the Council for Exceptional Children (67th, San Francisco, CA, April 3-7, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Child Advocacy; *Disabilities; Due Process; Elementary Secondary Education; Interpersonal Communication; *Parent Education; Parent Rights; *Parent School Relationship; *Peer Teaching; Preschool Education; Program Development; Special Education
IDENTIFIERS- Illinois (Chicago)

This manual is intended to train parents of handicapped children to assist other parents in accessing the special education resources available in the Chicago (Illinois) Public Schools. The training program's purposes include: to increase parents' understanding of special education services, to train parents to work as collaborators with school personnel, and to enhance school/home cooperation. Training program activities involve intensive inservice, exposure to district special education services, and interaction with central office personnel. The program's first phase focuses on gaining information and skills, dealing with improving communication skills, using resources effectively, and understanding the role of the parent in the decision-making process. Phase 2 stresses the demonstration of information and skills, and covers problem solving and action-taking, individual and group sensitivity, and preparation for parent contacts. Five appendixes provide: a session evaluation form, a sample record of individual contact, a sample summary report, tips on how to lobby state legislators, and tips on preparing for a hearing. (DB)

ED 313 850 EC 221 716

Wilson, Louise
Application of Technology to Cognitive Development.
PUB DATE- Jul 89
NOTE- 21p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume II.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Information

Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Artificial Intelligence; *Cognitive Development; Cognitive Processes; *Computer Assisted Instruction; *Computer Managed Instruction; Elementary Secondary Education; Expert Systems; *Hearing Impairments; *Language Handicaps; Problem Solving; *Teaching Methods; Word Problems (Mathematics)

This report presents a summary of research being conducted at the University of Minnesota in which new technologies are being applied to development of cognition in hearing impaired learners. The study involved an application of concept analysis, information-processing theories, and group-based interactive technology in the teaching of mathematical word-problem-solving. Teaching strategies were implemented by means of a group interaction technology system called "Discourse." Discourse allows the teacher to enter questions and answers into the system and to display them on a large video screen. While questions or problems to solve are displayed, the students enter responses into individual keypads and are given immediate feedback by means of a visual blinking light and audio "beep." In the study, a group of hearing-impaired and severely language-delayed learning disabled students (N=25) were taught mathematical word problem-solving strategies using concept analysis and identification adapted to the Discourse system. (Author/DB)

ED 313 614 CG 022 137

Carley, Michael; And Others
Care for Elderly People in the Community: A Review of the Issues and the Research.
International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 87
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Caregivers; *Community Services; Cost Effectiveness; Evaluation Problems; *Family Caregivers; Foreign Countries; *Frail Elderly; *Home Programs; Older Adults
IDENTIFIERS- *United Kingdom

A series of discussions between the Gloucester (England) Health Authority and a research team resulted in a 3-year project designed to support elderly people, and those who care for them, in their own homes. This paper is an updated version of a discussion paper prepared during the formative phase of the project. It was created to encourage consideration of a number of key issues related to innovative programs for community care of the elderly. Included are discussions of the cost effectiveness of community care, the scope of community care, support for caregivers, care in and by the community, the domiciliary care/nursing interface, the need for psychogeriatric services, and the importance of diagnosis and reassessment. The paper concludes with a brief consideration of the nature and problems of evaluation. The conclusion notes that subsequent evaluation will focus on the effect of improved needs assessment and coordination of service delivery on the maintenance of elderly people in their homes, and on their quality of life and well-being. Also evaluated wil be the initial definitions of at-risk clients; the new tools for needs identification, biographical analysis, and the assessment of consumer satisfaction developed during the course of the project; and the economic implications of the provision of care coordinators posts. (NB)

ED 313 685 CS 009 878

Mustachio, Cheryl A.

Relationship between Attitude and Reading Achievement in Young Adults.

PUB DATE- Dec 89
NOTE- 37p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; Correlation; Higher Education; *Reading Achievement; *Reading Attitudes; Reading Research
IDENTIFIERS- Mikulecky Behavioral Reading Attitude Measure; New Jersey College Basic Skills Placement Test

A study compared college students' reading attitude to their achievement in reading comprehension. Subjects, 81 students enrolled in one of three college level reading improvement courses, completed the Mikulecky Behavioral Reading Attitude Measure (MBRAM) and had their scores compared to the results of the reading comprehension test of the New Jersey College Basic Skills Placement Test (NJCBSPT). Results indicated that there was no correlation between reading attitude and reading achievement. (One table of data is included and the MBRAM is attached.) (RS)

ED 313 749 CS 506 959

Melton, Gary Warren; Galician, Mary-Lou
A Comparative Analysis of the Audience for Broadcast Sports and In-Person Sports.
PUB DATE- 18 Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; Audience Analysis; Audience Response; Communication Research; Comparative Analysis; *Interpersonal Communication; Media Research; Questionnaires; *Television Viewing
IDENTIFIERS- *Broadcast Sports

A study examined the uses and functions of broadcast sports programming as compared with in-person attendance of sporting events by focusing on the motivations, behavior, and attitudes of audiences toward such activities. Subjects, 219 students from a major western university, completed a survey instrument. Findings indicated that: (1) sports consumers received social interaction gratifications with family and friends through both in-person attendance and broadcast sports; (2) release from emotional tensions was evident, although more so in live sports attendance; (3) cognitive needs were gratified through attendance and broadcast activities; (4) sports fans received ego satisfaction through the personal identity functions with athletes, although more so at in-person events; and (5) yelling and disputing officials calls and coaches' tactics during sports provides a socially approved outlet for otherwise unacceptable behavior. (Five tables of data are included and 17 references are attached.) (SR)

ED 313 807 EA 021 493

Packard, Richard D.; Dereshiwsky Mary I.
Evaluating and Profiling Schools Based on a Model of Organizational Effectiveness: Professors and Practitioners Collaborating on a Reform Movement To Improve Student Achievement.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tulsa, OK, November 1989). The five figures will not reproduce clearly due to small print and shading of segments.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Research; *Institutional Evaluation; Models; Organizational Effectiveness; Program Evaluation

Research and evaluation activities have gradually evolved from the selection of an improvement and evaluation model, as well as data collection using an attitudinal survey and application of case study procedures along with focus group interviews, to the preparation of summary documents and specific policy recommendations. This document presents models of evaluation, assessment, and profiling that have emerged from the activities and findings of the Career Ladders Research and Evaluation Project. The project, in its 5th year of indepth study of 15 pilot-test school districts, has produced extensive data on specific interrelated components within school systems. The three resultant assessment models and profiling procedures can be applied to any school system (or organization) that has identified the essential interrelated components for reaching functional goals. The models--"Interrelated Components of Program Support and Focus for Effecting Change and Reform in Education," "Assessment Model for Projected District Readiness Levels," and "District Readiness Profile of Strengths and Weaknessess"--provide for individual diversities of readiness levels and allow sufficient time for change within unique systems.

ED 313 507 CE 053 579

McLean, Gary N.

Case Studies for Management Development in Bangladesh. Fourth Book. Parepared for the World Bank/Bangladesh Management Education and Training Project.

SPONS. AGENCY- World Bank, Washington, D. C.

PUB DATE- Jan 89

NOTE- 21p.; For related documents, see ED 277 892-895 and CE 053 578.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - General (020)

DESCRIPTORS- Administrator Education; *Business Administration Education; Business Skills; *Career Development; Case Studies; Decision Making; Developing Nations; Foreign Countries; Labor Force Development; *Leadership Training; *Management Development; Money Management; *Motivation

IDENTIFIERS- *Bangladesh

This document contains five case studies of management and finance situations in Bangladesh, which are intended to foster classroom discussion and thereby advance management development in that country. One to four discussion questions follow each case study. The titles and authors of the case studies on management are: "Azir Ahmed & Co., Business Start-Up" (Golam Mostafa Khan); "X Fisheries, Ltd. Employee Motivation" (Abu Taher Mollik, Sajal Kumar Mukharjee); "University of Dhaka Employment Dilemma, Career Development" (Muhammad Mohiuddin); and "Dhaka University Transportation Department, Accountability and Decision Making" (Abu A. Baguer). The case study on finance is titled "MH Mills, Ltd., Project Viability" (Nazma Hussain). (CML)

ED 313 717 CS 212 182

Flanigan, Michael C.
WAC: A Point of Departure to Full Literacy.
PUB DATE- 3 Nov 89

NOTE- 7p.; Paper presented at the Annual Meeting of the Midwest Modern Language Association (31st, Minneapolis, MN, November 2-4, 1989). For a related document, see ED 309 438.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Innovation; Higher Education; Interdisciplinary Approach; Program Descriptions; *Research Needs; *Writing Across the Curriculum; Writing Research
IDENTIFIERS- Academic Community; University of Oklahoma

The problem with various versions of Writing across the Curriculum (WAC) that have emerged since the turn of the century is that they are not self sustaining--they seemed unable to overcome the destructive forces of departmentalization and the entrenched attitudes in the university both toward writing and toward interdepartmental programs. If WAC in some form is to survive, its advocates must look for allies within their institutions, and they must increase their research output on WAC. At the University of Oklahoma, for example, writing across the curriculum--along with collaborative learning, critical reading, critical thinking and other activities that contribute to literacy--are a required part of the workshops run for all new teaching assistants on campus. All new faculty attend a series of luncheon workshops throughout the first semester that deal with writing to learn, critical reading, and collaboration. A small group of faculty has been meeting to form a center on improving teaching and learning across campus, staffed with people from a variety of disciplines. These faculty members believe a center of learning and teaching that is interdisciplinary can insure the life of better teaching practices on campus. But such a belief in WAC is only a beginning, a point of departure to a larger kind of literacy. WAC's possibility of survival will have an even better chance if long-range systematic research is begun to find out just what happens when people use writing to learn in other disciplines. (RS)

ED 313 733 CS 506 935

McGahey, Nancy

Adolescent-Adult Communication: A Key to Cross-Generational Relationships.

PUB DATE- 18 Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; *Adults; Communication Problems; Communication Research; *Communication Skills; *Generation Gap; Interdisciplinary Approach; *Interpersonal Communication; Parent Child Relationship; Parent Role; Role Perception
IDENTIFIERS- Conflict Management; *Cross Generational Studies

This paper investigates cross-generational communication between adolescents and adults, using various published references from the fields of communication, psychology, and human development. In the first two sections ("Adult-Adolescent Role Conflicts" and "Adult-Adolescent Power Struggles") the paper argues that confusion about role definition and power struggles contribute to relational problems between these two groups, and that establishing a supportive environment, and increasing self-awareness and self-acceptance are essential elements to improving interactions between the generations. In the third section ("Communication: A Means to Better Relationships") the paper finds that problems arising from role conflicts may be reduced by practicing self-disclosure, employing active listening skills, and paying attention to message wording; and that power struggle problems may be diminished through the use of conflict management skills, problem-solving skills, and decision-making skills. Twenty-seven references are attached. (SR)

ED 313 763 CS 506 989

Keyton, Joann; Springston, Jeffery K.

I Don't Want To Answer That! A Response Strategy Model for Potentially Discriminatory Questions.

PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). For related document, see CS 506 986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Students; Communication Research; *Employment Interviews; *Equal Opportunities (Jobs); Higher Education; *Models; *Questioning Techniques; Questionnaires
IDENTIFIERS- Alabama; Interviewers; Response Model; Wisconsin

Two studies examined the effectiveness of a model designed as an instructional aid in teaching college students how to respond to potentially discriminatory employment interview questions. Subjects in the first study, 91 students enrolled in communication classes in a mid-size Wisconsin university who were told that they would be asked to respond to potentially discriminatory questions and 99 similar students who were not told that they would be asked to respond to potentially discriminatory questions, were instructed to think about the type of job they would be seeking in the near future and were asked to write how they would actually respond to a set of six discriminatory questions. Subjects for the second study, 291 adults identified from the mailing lists of the continuing and adult education division of a mid-size university in Alabama, were sent a three-page questionnaire asking them to write exactly what they would say if an interviewer asked them questions which, unknown to the respondents, were discriminatory. Sixty-two surveys were returned, for a response rate of 21.3%. Results indicated that although the demographics for the student and non-student populations differed considerably, the primary response strategy was the same--the overwhelming response to potentially discriminatory questions was to give the information requested, even when the subjects were told that the questions were illegal. Findings suggest support for the model for interviewee responses to impermissible interview questions. (Three tables of data are included, and 17 references are attached.) (RS)

ED 313 778 EA 021 440

Young, Linda

An Evaluation of the Extended Year Program at Olomana School. Report No. 339.

Hawaii Univ., Manoa. Center for Youth Research.

PUB DATE- Nov 88
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Correctional Education; Educational Development; *Educational Innovation; Secondary Education; Student Attitudes; *Summer Programs; Summer Schools; Youth Programs
IDENTIFIERS- *Hawaii

Olomana School, operated by the Hawaiian Department of Education, serves youths who have been placed in the Hawaii Youth Correctional Facility (HYCF), the Hawaii State Hospital (HSH), and the Detention Home (DH). During the 1988 summer semester, Olomana School implemented the Extended School Year Program; the school day was expanded to six periods and the semester was extended from 6 to 8 weeks. In addition to these changes, the HYCF and the DH altered their curriculum and teaching formats. This report evaluates the effects of the program on the goals and objectives of Olomana School, the academic achievement of students at the school, the quality of student services, the school's linkages to other agencies, and staff and student satisfaction. Recommendations based on the results of the evaluation include: (1) continuing the Extended School Year Program; (2) adding further activities designed to develop occupational skills and to enhance self-esteem; (3) reconsidering the policy of awarding core course credit for integrated program work; and (4) evaluating the program as it evolves. Appended are HYCF team descriptions, an HYCF listing of afternoon courses, an HSH listing of courses, and the evaluation strategy. (KM)

ED 313 864 EC 221 733

Hearing on Reauthorization of Temporary Child Care for Handicapped Children and Nurseries Act of 1986 Respite Care and the Child Abuse Challenge Grant Program. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 6 Apr 89

NOTE- 171p.; Serial No. 101-7. Prepared statements and supplemental materials pages 15-26, 79-95, 99-118, 123-126, 134-153, and 162-167 will not reproduce adequately in paper copy.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Child Abuse; Delivery Systems; *Disabilities; Federal Aid; *Federal Legislation; Federal Programs; Financial Support; *Prevention; Program Descriptions; *Respite Care; State Programs

IDENTIFIERS- *Child Abuse Challenge Grant Program; *Temporary Child Care Handicap Child Nurseries Act

This hearing addresses issues in the reauthorization of the Child Abuse Challenge Grant Program, which provides federal funds to match state funding for child abuse prevention programs, and reauthorization of the Temporary Child Care for Handicapped Children and Crisis Nurseries Act, which provides respite care for families with children with disabilities. Included are statements, prepared statements, letters, and supplemental materials from the following individuals and organizations: (1) three Congressional Representatives: George Miller, Major R. Owens, and Donald M. Payne; (2) Governor of Indiana, Evan Bayh; (3) governmental agencies, including the United States General Accounting Office and the Children's Bureau of the Office of Human Development Services; and (4) private organizations, including the Human Services Research Institute; Texas Respite Resource Network; United Cerebral Palsy Associations, Inc.; Texas Children's Trust Fund; and National Center on Child Abuse Prevention Research. The statement from the Human Services Research Institute summarizes the findings of a national survey of parents' experiences with non-medical respite services. The statement from the United Cerebral Palsy Associations includes statistical data on family support spending by state. The statement from the General Accounting Office includes information on national organizations involved in respite care and federal respite care demonstration grants. (JDD)

ED 313 877 EC 221 748

Wilson, Barry; Buss, Ray

What Textbooks Tell Prospective Teachers about Individual Differences and Exceptional Students: Two Divergent Views.

PUB DATE- 27 Mar 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Educational Psychology; *Grouping (Instructional Purposes); Higher Education; *Individual Differences; *Labeling (of Persons); Teacher Attitudes; *Textbook Content; Textbook Research; Trend Analysis
IDENTIFIERS- *Education for All Handicapped Children Act

Forty-eight textbooks in educational psychology published after 1950 were located for review. Half the books were published before 1975 and half following 1975. The purpose of the study was to describe changes in coverage and treatment of individual differences and special populations since the passage of Public Law 94-142 (the Education for All Handicapped Children Act) in 1975. Specific questions included: How are the problems of individual differences and/or special populations presented? How is the role of the teacher described in developing solutions to the problems of individual differences and/or special problems? To what extent are categories or labels portrayed as instructionally useful? Results indicated that there have been changes in treatment of individual differences and special populations. Advice from a special populations perspective was much more likely to be definitive and authoritative with regard to the education of such populations, and this treatment often suggested a relatively passive role for teachers and a more active role for specialists. The 48 textbooks and 4 additional references are cited. (PB)

ED 313 891 EC 230 053

Thayer, Donald, Ed.
Annual Report of the Rehabilitation Services Administration to the President and to the Congress on Federal Activities Related to the Administration of the Rehabilitation Act of 1973, as Amended. Fiscal Year 1988.
Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Rehabilitation Services Administration (ED), Philadelphia, PA. Office of Developmental Disabilities.
PUB DATE- 88
NOTE- 380p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accessibility (for Disabled); Adults; Agency Cooperation; Compliance (Legal); Demonstration Programs; *Disabilities; *Federal Legislation; *Federal Programs; Migrants; Older Adults; Recreation; *Rehabilitation; Resources; *Vocational Rehabilitation
IDENTIFIERS- *Rehabilitation Act 1973; Supported Employment Programs

This report describes activities carried out during fiscal year 1988 under the provisions of the Rehabilitation Act of 1973 and is organized according to the various sections of the Act. The report on the General Provisions section covers the American Rehabilitation magazine, evaluation activities, and the Clearinghouse on Disability Information. Considered under Title I are the Vocational Rehabilitation Services Program, the Client Assistance Program (Part D), and the American Indian Rehabilitation Services Projects. The Title II section reports on the National Institute of Disability and Rehabilitation Research with 13 activities including the Interagency Committee on Disability Research, the Spinal Cord Injury Program, and the program to ensure electronic equipment accessibility to federal employees with disabilities. Title III activities include Rehabilitation Training Program projects, Supported Employment demonstration projects, vocational rehabilitation services for migratory workers, and Special Recreation Programs. The section on Title IV reviews activities of the National Council on Disability; while the Title V section reports on Employment of Handicapped Individuals, Architectural and Transportation Barriers Compliance Board, Employment under Federal Contracts, Nondiscrimination under Federal Grants and Programs, and the Interagency Coordinating Council.

Title VI includes Projects with Industry and Supported Employment Services. Finally, Title VII reports on: Comprehensive Services for Independent Living, Centers for Independent Living, and Independent Living Services for Older Blind Individuals. Seven appendices include a glossary, financial tables, and data concerning ineligibility determination, client assistance, client applicant appeals, and caseload trends. (DB)

ED 313 670 CS 009 863

Davidson, Judith; Koppenhaver, David
Adolescent Literacy: What Works and Why.
REPORT NO.- ISBN-0-8240-1938-5
PUB DATE- 88
NOTE- 275p.; Garland Reference Library of the Social Sciences, Volume 442.
AVAILABLE FROM- Order Dept., Garland Publishing, Inc., 136 Madison Ave., New York, NY 10016-6753 ($39.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; After School Education; Demonstration Programs; High Schools; Intermediate Grades; Junior High Schools; *Literacy; *Literacy Education; *Preadolescents; Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Programs; Summer Programs

Resulting from an investigation of reading programs that refuse to tolerate acquiescence to the inevitability of reading failure, this book describes what works and why in adolescent literacy, through case studies and through observations gleaned from extensive literature searches and site visits. Chapters are as follows: (1) "Adolescent Illiteracy: A National Problem"; (2) "Methodology"; (3) "The Kenosha Model: Academic Improvement through Language Experience"; (4) "STAR: Structured Teaching in the Areas of Reading and Writing"; (5) "HILT: High Intensity Language Training--An Effective Model of Second Language Literacy Instruction"; (6) "After-School Literacy Programs for Young Adolescents"; (7) "Summer Literacy Programs for Young Adolescents"; (8) "Special Findings"; (9) "What Works and Why"; and (10) "Policy Implications." An appendix lists test instruments cited in this book. A 15-page annotated resource list and a 32-page general bibliography conclude the book. (SR)

ED 313 686 CS 009 879

Miller, Rudolph P.; Dwyer, Edward J.

Strengthening Prediction Competencies in Reading through Using an Overhead Projector.

PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; *Overhead Projectors; *Prediction; Prior Learning; *Reading Improvement; *Reading Instruction; Reading Material Selection; Reading Skills; *Reading Strategies; Teaching Methods; Transparencies
IDENTIFIERS- Direct Instruction; Text Factors

Readers need to be encouraged to combine prior knowledge with information gained from the text and then try to predict what will happen later in the text. The overhead projector is a valuable tool for enhancing instruction involving prediction. The process of gradually revealing text to a group of students, eliciting their predictions, evaluating their predictions, and then either confirming or gently refuting these predictions is a valuable learning activity. A short selection with an easily followed story line is recommended for this exercise. Preparation of transparencies requires obtaining a good clear copy of the material. Mounting the transparencies allows the transparency to lay flat on the projection surface glass, allows for a sharper image to be presented, and the mount provides space for writing notes concerning the transparency. Overhead transparencies need to be protected and stored in a manner that will permit efficient retrieval. The use of good reading materials presented on well-prepared overheads provides a rich instructional base for enhancing prediction competencies. (MG)

ED 313 793 EA 021 472

Rees, Ruth
Employment Equity Policies and Practices in Ontario School Boards.
PUB DATE- Dec 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Ontario Educational Research Council (Toronto, Ontario, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affirmative Action; *Boards of Education; *Educational Administration; Educational Policy; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Foreign Countries; National Surveys; *Sex Fairness
IDENTIFIERS- *Ontario

The research, based on a March 1988 survey of all Ontario school boards (board and separate), was an attempt to identify and synthesize boards' employment equity/affirmative action policies and practices--in order to ensure that, ultimately, women are more equitably represented within the management positions in education. The findings of 52 boards for both policies and practices were categorized into four areas: (1) general and broad statements on employment equity; (2) statements specifically intended to assist women; (3) statements concerning hiring/recruitment/selection issues; and (4) statements aimed at eliminating systemic discrimination. The intention of this research was to provide this wealth of employment equity initiatives as an encouragement to other school boards, and to focus attention on the two diverse types of employment equity strategies: getting more women into those positions of added responsibility and keeping more women in those same positions. (7 references) (Author)

ED 313 520 CE 053 683

Rohm, Kenneth G., Jr.
Corrections Education--Is It Effective? An Evaluation.
PUB DATE- Jun 89
NOTE- 88p.; Master's Thesis, Pennsylvania State University. Dot matrix type throughout. Appended photoreduced student intake forms not reproducible.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Blacks; *Correctional Education; Demography; Females; High School Equivalency Programs; Hispanic Americans; *Literacy Education; Males; Mathematics Instruction; *Minority Groups; *Outcomes of Education; Participant Characteristics; *Prisoners; Program Effectiveness; Reading Instruction; *Student Characteristics; Whites

Education records of 1,193 inmates who enrolled in a county prison corrections education program in Pennsylvania from January 1981 through December 1988 were used to evaluate the outcomes of the program. The number of years of formal education, education program placement test scores, end of class cycle test scores, student's stated goal or purpose for enrolling, class completion and attendance rates, and outcomes were cross-tabulated and analyzed by the student's race, gender, marital status, and the person or agency who referred the student to the program. Significant differences were found to exist in each of the comparisons. The percentage of racial minorities in both the prison population and the education center population was found to be significantly higher than the overall county population. The years of formal education for the black group were significantly higher than for the other racial groups. Males represented a significantly higher proportion in both the education center's and the prison's population. Females were found to have significantly higher formal education levels. Students who were referred by other inmate students improved significantly in both mathematics and reading, whereas students referred by other sources failed to improve in either subject. Students who were married failed to improve, whereas single and separated students significantly improve in mathematics and/or reading. (Document includes 35 tables, 18 references, and student intake forms.) (KC)

ED 313 534 CE 053 735

Kennan, Terrance
Documenting Adult Education: Toward a Cooperative Strategy. Technical Report No. 2.
Syracuse Univ., N.Y. School of Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Oct 89
NOTE- 17p.
AVAILABLE FROM- Syracuse University Kellogg Project, 113 Euclid Avenue, Syracuse, NY 13244-4160 ($3.95 plus $2.00 shipping; two or more: 10% discount plus $1.50 shipping each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Archives; Classification; Databases; *Documentation; *Information Dissemination; *Information Management; Information Retrieval; Information Storage; Information Systems; *Library Collection Development; Library Technical Processes
IDENTIFIERS- Syracuse University NY

This document describes the Syracuse University Kellogg Project's efforts to initiate a documentation strategy for the field of adult education and also includes a summary of the project's 1988 symposium on that subject. Following an introduction, the first section explains the university's interest in documentation strategy for adult education. The second and third sections explain the concept of documentation strategy and the project's application of that concept. The fourth section describes the planning, implementation, and outcomes of the symposium, including a mission statement, a list of six questions that need answering, three goals that were agreed on, and several tasks to be done. The questions involved whether the field should be divided geographically, by subjects, by types of participants, or by institutions; how archivists could be made more aware of adult education; how repositories could be encouraged to collect the types of adult education documents deemed important; whether adult educators, professors, and practitioners can be encouraged to make more use of collected materials; and the effect electronic communications will have on the ways materials are collected, stored, and used. The goals were to determine the research requirements of adult educators; identify sources and appraise, develop, and acquire materials in support of adult education research; and define a scheme for creating a strategy for documentation. The tasks included standardizing vocabulary and classification, gathering information, making contacts, developing a plan, and drafting a documentation strategy statement. (CML)

ED 313 546 CE 053 780

Hutchens, Robert; And Others
Strikers and Subsidies. The Influence of Government Transfer Programs on Strike Activity.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-079-1
PUB DATE- 89
NOTE- 234p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($12.95 paperback--ISBN-0-88099-079-1; $21.95 hardcover--ISBN-0-88099-080-5).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Eligibility; Labor Demands; Labor Problems; *Strikes; *Unemployment Insurance; *Unions; Welfare Recipients; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children

The effects of government transfer programs such as unemployment insurance and welfare assistance on strikes were studied by analyzing state-level data on strike frequency from 1960 through 1974. Effects were estimated by using ordinary least squares regression, supplementing traditional models of strike activity with measures of transfer program characteristics. No support was found for the claim that Aid to Families with Dependent Children, food stamps, or general assistance affect strikes. However, evidence was found linking unemployment insurance payments to the frequency of strikes, with a more generous unemployment insurance program being associated with a higher strike frequency. No conclusions were possible on whether unemployment insurance programs affect either strike duration or the number of workers involved in strikes. Either there are no effects or the methods used were not precise enough to measure the effects of two states' (New York and Rhode Island) provision of unemployment compensation to strikers after a waiting period of 7-8 weeks. (The document includes a list of 109 references.) (CML)

ED 313 560 CE 053 841

Crehan, Michael

Attendance Policy as a Means to Achieve Instructional Training Goals at a Vocational Technical Institute.

PUB DATE- 89
NOTE- 15p.; Course requirement, Western Washington University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attendance Patterns; *Board of Education Policy; *College Attendance; *Educational Policy; Institutional Mission; *School Attendance Legislation; School Holding Power; Technical Education; *Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Renton Vocational Technical Institute WA

A review of state laws in Washington state was conducted to determine how compulsory attendance laws for schools apply to the students of Renton Vocational-Technical Institute. It was found that the compulsory attendance laws of the state do not apply to vocational-technical institutes. The attendance policy of the local school board does apply, however. Vocational technical institutes are part of the common school system and are governed by the board of directors of the school district in which the institute is located. Institutes have as their main role and mission the training of persons for the work force. They do this as far as possible by replicating the world of work in classroom and laboratory settings of the institute. The attendance policy is established by the school board and enforced by the institute. This policy is explained to the students upon enrollment and exceptions to its provisions may be made upon request by the students. The policy is perceived by the institute as part of a contract between the student and the institute. The review concludes that the policy is fair and equitable, the rights of students are protected, and the role and mission of the institute is furthered by adherence to its provisions. (KC)

ED 313 574 CE 053 856

Eschenmann, K. Kurt; Olinger, Phyllis Barnett
Barriers Adults Face When Enrolling in Technical Education Programs at Two Year and Four Year Institutions. Number 1.
Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
PUB DATE- 89
NOTE- 52p.
AVAILABLE FROM- Division of Vocational and Technical Education, Lane Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061-0254 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Education; Andragogy; Higher Education; Participation; Self Actualization; *Student Characteristics; *Student Motivation; *Student School Relationship; *Technical Education; Two Year Colleges

A study identified barriers for adult students 21 years old or older so that programs, courses, motivational strategies, counseling services, support services, and recruitment information could be developed to eliminate or overcome those barriers. One hundred randomly selected adult students enrolled in technical education programs during the previous 3 years at a Virginia community college and 30 adult students enrolled in a technical education program at a 4-year institution were mailed a 32-item questionnaire. A follow-up mailing was sent. Of the 98 contacted, 78 (80 percent) responded. Ages reported ranged from 22 to 63 years, with 32 women and 46 men responding. The following were among the study's findings: (1) self-motivation was reported to play a significant part in adult students' academic success; (2) adults in this study did not consider lack of money to be a major barrier; (3) 68 percent indicated that a lack of adequate study time was the barrier most frequently experienced; and (4) honoring family commitments was identified as a barrier by more than 60 percent of the adult students. It is recommended that faculty members and student advisors be trained in motivational strategies and techniques designed specifically for adults. (Fifteen references and 10 tables are included in the document.) (CML)

ED 313 587   CE 053 897

Brady, E. Michael, Ed.
Retirement: The Challenge of Change.
University of Southern Maine, Portland.
REPORT NO.- ISBN-0-939561-02-6
PUB DATE- 88
NOTE- 195p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - General (140)
DESCRIPTORS- Adult Education; *Aging (Individuals); Exercise; Gerontology; Insurance; *Leisure Time; Lifetime Sports; Money Management; Older Adults; *Preretirement Education; Recreational Activities; *Retirement; Retirement Benefits; Voluntary Agencies; Volunteers

Intended for persons in their 50s and 60s who are seriously thinking about retirement and younger people who want to learn about aging and retirement, this book was developed as a companion piece to the training program offered to business and nonprofit organizations by the University of Southern Maine retirement planning team. Most of the contributors to the book live in Maine and the settings and examples used reflect this location, although the research cited is national or international in scope. The following 13 chapters are included in the document: "Faces of Retirement" (Brady); "The Aging Body" (Friedman); "Financial Planning for Retirement" (Jagolinzer); "Changing Relationships in Retirement" (Davis, Martay); "Where to Live in Retirement" (Murray); "Exercise, Health, and Fitness" (Jordan); "The Use of Leisure Time" (Brady); "Community Resources" (Spear, Wolfberg); "Transferring Skills to New Work and Volunteer Options" (Viehmann); "Health Insurance in Later Life" (Turyn, Comerford); "Legal Concerns in Retirement" (Valcourt); "Find Some Happiness Today" (Langlois); and "A Voice from Retirement" (Sandmel). (CML)

ED 313 615 CG 022 138

Sheppard, Harold L.; Kosberg, Jordan I.

The Elderly in the Aging Society: Emerging Roles and Responsibilities. Symposium on Aging in the Jewish World (July 1985, Jerusalem).

International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Caregivers; Family Caregivers; Family Role; Frail Elderly; *Futures (of Society); *Judaism; *Older Adults; Public Opinion; *Responsibility

This report makes specific references to Jewish concerns while examining the respective responsibilities of the state, community, family, and the individual in caring for the elderly. It makes the critical point that reliance on the nuclear family in modern societies for elderly support becomes more tenuous to the extent that there are fewer adult children to provide support to their elderly relatives. The ratios of caregiving-aged adults (ages 45-59) for every 100 older adults (ages 75+) in Jewish populations in different areas of the world are compared, and it is noted that differences in these ratios are reflected in major differences in the degree to which financial, social, health, and psychological needs are adequately met through networks of family, friends, and neighbors. Special attention is paid to the population of very old adults (those aged 85 and older) and their offspring in their 60's. The marital status of older adults and the prospect of caregiving support from a spouse are also considered. Intergenerational families are described and relationships between grandparents, their children, and their grandchildren are examined. The effectiveness of the creation of separate policies, programs, and services for the elderly is explored in a section on age integration and segregation; the view of the aged as a burden or asset is discussed; and loneliness and leisure time roles are also investigated. Care of the elderly and leadership roles are addressed. (NB)

ED 313 629 CG 022 152

O'Keefe, Garrett J.; Reid, Kathaleen
Communication Strategies for Promoting Crime Prevention Competence among Elderly Persons.
PUB DATE- Aug 89
NOTE- 47p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Crime Prevention; *Educational Methods; *Information Dissemination; *Older Adults; *Program Effectiveness

Recent research indicates that public information campaigns and promotional programs can have an impact on the extent to which citizens involve themselves in crime prevention. Subgroups such as the elderly may especially benefit from efforts more carefully tailored to their own needs and circumstances. The design of successful programs requires taking into account not only existing audience awareness, but knowledge of basic communication planning principles as well. Previous research on source, message, and channel factors in influencing audiences provides a substantial resource for campaign planners intent upon matching messages to particular audiences. Elements such as source credibility, fear appeals, use of humor, elements of message design, and channel information capacities have all been the subject of considerable research, and many of the findings have implications for media message design. Formative research can also present profiles of the mass and interpersonal communication patterns of specific target groups, and can address their motives for communicating and the kinds of gratifications they seek from doing so. Local neighborhood group campaigns should be integrated with more generalized media campaigns. Group participation may have particular benefits for the elderly in fighting crime. (Author/ABL)

ED 313 643 CG 022 166

Young, Delton W.; Klein, Arthur A.

Family Images of the Adolescent: An Empirical Method for Clinical Assessment.

PUB DATE- Aug 89

NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescent Development; *Adolescents; Developmental Stages; *Family (Sociological Unit); *Family Attitudes; *Family Environment; Family Life; Parent Child Relationship; *Test Validity

IDENTIFIERS- *Q Sort of Adolescent Delineations

The developmental psychology of adolescence emphasizes the central role of identity formation in the adolescent's transition to adulthood. The images of the adolescent carried by family members and the manner in which they are conveyed play a crucial role in the adolescent's identity development. The Q-Sort of Adolescent Delineations (QAD) is designed to provide clinically salient empirical information about families of adolescents. It is devised on the premise that differences among individual views of family attributes may validly represent different individual experiences, and that such intra-familial differences ought not to be treated as error variance. The QAD is a 36-item Q-sort that assesses six clinically salient aspects of adaptive and maladaptive functioning.

It was administered to a sample of 51 families with 14-18-year-old adolescents recruited from a suburban middle class high school. The Quad was administered first to the adolescents and both parents individually, then to all three collectively. Results revealed family members' individual images of the adolescent (including self-image) and the family's manner of resolving or maintaining divergences in their views. Psychometric analyses showed adequate internal consistency reliabilities and inter-cluster correlational structure. What makes for the clinical utility of the results is the structure of the assessment--the gathering of independent individual views followed by the collective task, each along dimensions salient for both clinicians and family members, and gathered by means of a standard format and item set. (ABL)

ED 313 657 CS 009 848

Busch, Katharine, Ed.; Atwell, Margaret, Ed.
Proceedings of the Annual California State University, San Bernardino, Reading Conference (13th, San Bernardino, CA, May 17, 1989).
California State Univ., San Bernardino.
PUB DATE- 89
NOTE- 162p.; 1989 Conference Theme: Celebrating the Learner.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Bilingual Students; Childrens Literature; Elementary Secondary Education; English (Second Language); Poetry; *Reading Instruction; Reading Research; *Student Centered Curriculum; Teaching Methods
IDENTIFIERS- Whole Language Approach

A compilation of conference papers highlights the active role of the learner. The titles of the papers and their authors include: "Whole Language: Celebrating the Student within the Learning Community through Literature" (Dorothy J. Watson); "Integrating the Curriculum for Better Learning and Teaching" (Stephen B. Kucer); "Non- and Limited-English Speakers in Every Classroom: How Can We Help Them?" (Kathryn Z. Weed and Diana J. Sommer); "Creating Stories about Science through Art, Literature, and Drama" (Linda Prentice and Patricia Tefft Cousin); "The Bilingual Learner and Children's Literature in Spanish: Let the Celebration Begin!" (Joan S. Mims); "Celebrating Poetry" (James H Rupp); "Beginning Reading: The Next Stumbling Block" (Darlene M. Michner); "Developmental Trends in the Interpretation of Motives, Beliefs and Feelings of Story Characters" (Donna W. Emery); "Study Strategies in Social Studies" (T. Patrick Mullen); "A Longitudinal Perspective of Children's Oral Narratives: Macrostructure, Microstructures and Relationships to Reading Achievement" (Marie Ice); "Illustration and Text" (Margaret Atwell); "Getting the Picture," "New Friends," and "Say It Again" (Katharine M. Busch); "Becoming a Researcher I: What Do I Want to Know?" and "Becoming a Researcher II: What I Learned--What I Still Want to Know" (Patricia Tefft Cousin); "Getting in Touch with the Past" (Michael Gibson); "Help Me!" (Stephen B. Kucer); "Bilingual Reader Response" (Jaqueline A. Nyerick); "Literature Response Journals" and "Tricksters in Folktales" (Kathy O'Brien); and "Heavens Above" and "Leaf Monoprints" (Linda Prentice). (RS)

ED 313 701 CS 212 051

Flower, Linda; And Others

Planning in Writing: The Cognition of a Constructive Process. Technical Report No. 34.

Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Office of Naval Research, Washington, D.C. Psychological Sciences Div.
PUB DATE- Jul 89
NOTE- 61p.; A joint report with the Carnegie Mellon Planning Project (ONR).
CONTRACT- ONR-0014-85-K-0423
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Cognitive Structures; Expository Writing; Writing Difficulties; *Writing Improvement; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- Writing is Thinking; Writing Patterns; *Writing Strategies

Based on the premise that planning in writing is a strategic response to both the writing situation and the writer's own knowledge, this paper describes the process adult writers bring to ill-defined, expository tasks, such as writing essays, articles, reports and proposals. The paper also states that in planning, writers draw on (nest and integrate) three executive level strategies: knowledge-driven planning, script- or schema-driven planning, and constructive planning. Research in both instructional and academic writing which suggests that writers may fail to turn to a constructive strategy even when ill-defined tasks demand it is examined in the paper. Based on a detailed analysis of expert and novice writers, the paper presents a theory of constructive strategy and isolates five critical features in which writers must create a unique network of working goals and deal with the special problems of integration, conflict resolution and instantiation this constructive process entails. The paper also describes the strategies writers use to meet these demands and some expert/novice differences that affect the integration of the entire plan. The theoretical framework presented in the paper also suggests some goals for instruction and the support of planning. Ten figures and four tables of data are included; 57 references are attached. (KEH)

ED 313 750 CS 506 960

Haney, James M.
TV 101: Good Broadcast Journalism for the Classroom?
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Broadcast Industry; Commercial Television; Current Events; *Curriculum Enrichment; *Educational Television; High Schools; Junior High Schools; *News Reporting; Television Commercials; Television Research
IDENTIFIERS- Channel One; CNN Newsroom

A study was conducted to assess the arguments that have been made in favor of and opposed to the electronic curricular supplements, Channel One and CNN Newsroom. Four types of information were analyzed: (1) corporate news releases and research results were reviewed; (2) Channel One and CNN Newsroom programs were studied for format, style, and content; (3) press accounts on the programs appearing in the "New York Times" and the "Wall Street Journal" and numerous general interest and educational periodicals were analyzed in order to gauge public reaction to the services; and (4) detailed personal interviews with producers/spokespersons for both services were conducted so that production goals and future plans could be ascertained. Channel One provides 10 minutes of news and 2 minutes of commercials daily to junior and senior high school students. CNN Newsroom provides a daily 15-minute, commercial-free news program for the same audience. Other differences between the two programs are: Newsroom does not provide any equipment to the schools, while Channel One provides a $50,000 package of electronic hardware. The overall look and content of the news programs is different--CNN's news is delivered by its regular reporters and is less flashy than Channel One. The issue of using commercials has caused the biggest controversy for the news programs. Commercialization of the classroom is a worthy topic for educators and parents to discuss. What seems to be missing from this debate is an acknowledgment of television's overall limitations. Educated Americans must do more than watch the evening news to be informed. (Fifty-two footnotes are attached.) (MG)

(7 references) (KM)

ED 313 808 EA 021 496

Berman, Edward H.
A Comparative Analysis of Educational Reform.
PUB DATE- Mar 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Comparative Analysis; Cross Cultural Studies; *Educational Change; Educational Objectives; Educational Quality; *Education Work Relationship; Elementary Secondary Education; *Foreign Countries; Political Power
IDENTIFIERS- *Educational Restructuring

There are common threads that can be identified in the current wave of educational reform activities in many societies (Soviet Union, United States, United Kingdom, People's Republic of China, Spain, West Germany, France, and Japan). The first of these common themes is the need to refocus the educational system so that it can perform more efficiently its function of providing the requisite knowledge and appropriate work habits that will lead to increased worker productivity when students enter the labor force. A second theme involves the necessity for the state to bind the citizens to its larger goals more firmly than is currently the case. A third theme is personal interest or self-aggrandizement, particularly, politicians and/or interest groups that see educational reform as a potential vehicle to enhance their own positions. The fourth theme revolves around the term "ideology" and is in many ways related to the state's "legitimacy deficit." (17 endnotes) (SI)

ED 313 821 EC 221 017

Cornell, Dewey G.; And Others
Adjustment of Academically Talented Females in a Secondary School Acceleration Program. AEL Minigrant Report No. 11.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 26p.; Document contains light type throughout; headers are especially light.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); College Students; Dropout Research; *Emotional Adjustment; Family Characteristics; *Females; Higher Education; High Schools; Peer Relationship; Personality Measures; *Prediction; Residential Programs; Self Concept; Self Esteem; Self Evaluation (Individuals)
IDENTIFIERS- Mary Baldwin College VA

The paper reports on a 1-year study of 44 gifted adolescent females who chose to complete high school and college in 5 years. The students in the special residential program at Mary Baldwin College in Virginia received personality and family adjustment measures at the beginning of the year. Results were compared to the students' later socioemotional adjustment in four areas: freedom from mental health problems, behavioral compliance with rules, positive peer relations, and self-reported student satisfaction. The study found that about half of the students suffered from depression at some time during the year. Forty-eight percent of the students left the program during the year or decided not to return the following year. Students who adjusted best to acceleration came from families that valued personal independence and an active-recreational orientation, and tended to have favorable mother-adolescent communication. Students with few behavior problems also tended to have positive self-concepts concerning both scholastic competence and physical appearance. Students with good peer relationships tended to have high social self-confidence and came from families having established rules and structures. Student satisfaction with the program was best predicted by high interpersonal interests, lower social self-confidence, and a family life with established rules and structure. (DB)

ED 313 835 EC 221 701

Alpin, D. Yvonne

Identification of Additional Learning Difficulties in Hearing-Impaired Children.

PUB DATE- Jul 89
NOTE- 26p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume I.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Deafness; *Diagnostic Tests; *Educational Diagnosis; Elementary Secondary Education; Foreign Countries; *Handicap Identification; *Hearing Impairments; *Language Acquisition; Memory; *Multiple Disabilities; Psychomotor Skills; Speech Communication; Speech Handicaps
IDENTIFIERS- *Dyspraxia; England

Of particular concern to educational psychologists when assessing hearing-impaired children is the identification of learning difficulties in addition to deafness which might hinder progress with language development. This study sought to replicate research which showed that some deaf children who have difficulty with fine motor movements and body image also have difficulty with speech musculature and thus with language learning by purely oral methods, and research which showed that relatively large percentages of deaf children exhibit dyspraxic features. A battery of diagnostic tests was administered to 106 British school-aged hearing-impaired children to detect dyspraxia. Only a small number of children were identified, and the main profiles emerging on 12 dyspraxia subtests differed from the profiles of former research subjects. The link between fine motor, speech, and certain memory tests was not replicated. The eupraxic/dyspraxic profile did not emerge for the subjects. (Author/JDD)

ED 313 851 EC 221 717

Tronconi, A.; And Others
Graphics with Special Interfaces for Disabled People.
PUB DATE- Oct 88
NOTE- 11p.; Paper presented at the Biennial Conference on Augmentative and Alternative Communication (5th, Anaheim, CA, October 23-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Computer Graphics; *Computer Software; Elementary Secondary Education; Innovation; *Input Output Devices; *Physical Disabilities
IDENTIFIERS- *Mouse Emulator

The paper describes new software and special input devices to allow physically impaired children to utilize the graphic capabilities of personal computers. Special input devices for computer graphics access--the voice recognition card, the single switch, or the mouse emulator--can be used either singly or in combination by the disabled to control graphics software. The disabled who have no problem in speech production sounds can use the speech recognition system; the disabled who have phonation problems may use a single switch activated by simple push actions coupled with suitable software. Newly developed by the authors is the mouse emulator which allows control of both graphic and communication software by means of simpler movements than those required to use a standard mouse. Two push-buttons allow either selection of objects displayed on a screen or activation of a function related to the chosen object. The pointer controller allows the user to move objects around the screen. Both standard and specially developed graphic software can be used. The mouse emulator can also serve as a pointer communication aid for nonspeaking disabled individuals. A special multichannel input interface was developed by the authors to allow motor disabled persons to produce three-dimensional pictures on the screen. This interface is described in some detail. (DB)

ED 313 508   CE 053 585

Meno, Marie A., Comp.
Louisiana Department of Education End-of-the-Year Narrative Annual Report for Adult Education Programs, 1987. Bulletin 1818.
Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
PUB DATE- 87
NOTE- 215p.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Community Programs; *High School Equivalency Programs; Literacy Education; *Outcomes of Education; Program Implementation; Program Improvement; *State Programs; Student Characteristics
IDENTIFIERS- *Louisiana

The Louisiana Adult Education Program provides academic education for persons 16 years old and above with less than a high school education, with emphasis on decreasing the illiteracy rate in Louisiana. The program enrolled 44,515 students in literacy efforts in fiscal year 1986-1987. Approximately 33,000 students were tested. The average of the initial test scores was 8.7, and the average of the final test scores was 10.3. The average grades elevated were 1.6 per 79.5 hours of attendance at a cost of $1.66 per hour of instruction. The average cost per student was $132. Records indicated that 10,221 students graduated with high school equivalency diplomas; 4,637 completed 8th grade, and 5,641 were issued upgrading certificates. About 1,000 persons were employed in the program, the majority of them part-time teachers. The majority of the classes were conducted in the evenings in secondary and elementary school buildings. Additionally, 43 learning centers offered alternative adult education classes on a full-time basis. Supervisors offered numerous recommendations that called, among other things, for increased funding for personnel, supplies, instructional materials, and computer equipment, as well as increased cooperation and communication between and among programs. (The bulk of this document consists of 17 appendixes providing detailed statistics, evaluation components, financial reports, promotional materials, forms, memoranda, and other information about the Louisiana Adult Education Program.) (KC)

ED 313 601 CG 022 119

President's Child Safety Partnership. Final Report.
President's Commission on Child Safety Partnership, Washington, DC.
PUB DATE- 87
NOTE- 188p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Alcohol Abuse; *Child Abuse; *Child Welfare; Drug Abuse; Runaways; *Safety; *Sexual Abuse; *Victims of Crime; Violence

This report presents the findings and recommendations from the President's Child Safety Partnership, a group of citizens representing business, private nonprofit groups, the government, and private individuals appointed by President Reagan to gather accurate information about the nature and extent of violence against children and to identify outstanding private sector initiatives and public/private partnerships in the area of child safety. It begins with a Statement of Child Victimization in America which explains that the partnership held public hearings in seven cities across the country and heard testimony from 150 witnesses. Nine areas of interest to the investigation are identified: (1) sexual abuse children in the home or family; (2) sexual exploitation of children; (3) sexual molestation of children outside the home; (4) physical abuse of children in the home or family; (5) abduction of children by noncustodial parents or strangers; (6) violence against children outside the home; (7) parental neglect of children; (8) abuse of alcohol and other drugs by children; and (9) runaway children. Subsequent sections contain recommendations for change from the private sector, the child-serving community, parents and concerned citizens, and the government (federal, state, and local). Relevant materials including bibliographies and lists of organizations providing support to children and families are appended. (NB)

ED 313 718 CS 506 632

McQuillen, Jeffery S.; Quigley, Tracey A.

Theoretical Practicality: A Functional Taxonomy of Speech Communication.

PUB DATE- Apr 89

NOTE- 12p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Louisville, KY, April 6-8, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; Communication Research; Group Dynamics; *Interaction Process Analysis; Interpersonal Communication; *Speech Communication; Speech Curriculum; *Speech Instruction; Theory Practice Relationship

IDENTIFIERS- Communication Patterns

Symbolic interactionism, or the interactional perspective, provides the broadest overview of the major theoretical divisions in the field of speech communication. It is neither too abstract nor overly concrete and is directly linked to communicative behavior, and thus does not impose an inappropriate mechanism on the discipline in order to create a quality of sophistication and maturity at the expense of potentially rich avenues of exploration. A new taxonomy for speech communication should include a set of symbolic interactions ranging along a conceptual continuum from impersonalness (those interactions affected by role assignment) to interpersonalness (those interactions dependent on the psychological characteristics of the interactants). The major concern with regard to this approach should be the operationalization of those symbolic variables that will best describe crucial points on the continuum. (KEH)

ED 313 764 CS 506 995

Jorgensen, Jerry D.; And Others
Time, Self-Congruity, and Human Expectancy: An Introspective Model of Supervisor-Subordinate Relationships.
PUB DATE- Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; *Employer Employee Relationship; Expectation; *Interpersonal Communication; Job Satisfaction; Models; Occupational Surveys; Organizational Communication; *Self Congruence; Social Environment; Work Attitudes
IDENTIFIERS- Coorientation; *Supervisor Subordinate Relationship

A study examined supervisor-subordinate relationships and the congruity of communicative expectations end experiences to determine how congruity was affected by time. Subjects, 117 employees comprising 106 subordinates and 11 first-line supervisors, were surveyed as to communication expectations and experiences with self and with other, as well as job satisfaction. Results revealed two groups of employees and supervisors in regard to congruity of communication expectations and experiences. In the first group, individuals who were congruent with themselves were also congruent with their supervisors, while the second group consisted of employees who were incongruent with themselves and were incongruent with their supervisors. Results also revealed a relationship between the subordinates' congruity of self and dimension of time. Furthermore, the expectation levels tended to be relatively unaffected by time, while the reported communication experiences were subject to change. This suggests that differences in levels of communicative congruity may be detected between new and veteran employees. (Two figures and five tables of data are included; one appendix of survey items and 24 references are attached.) (KEH)

ED 313 779 EA 021 442

Sybouts, Ward; Schlichtmeier, Sue

Ruskin School District Survey of Patron Opinions Regarding School Organization.

Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.
PUB DATE- 88
NOTE- 27p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Change Strategies; *Educational Change; Educational Policy; *Educational Trends; Elementary Secondary Education; *Parent Attitudes; Parent Grievances; Public Opinion; *School Organization; Trend Analysis
IDENTIFIERS- *Ruskin Public School District NE

The results of a survey on the opinions of the patrons of the Ruskin School District (Nebraska) regarding how they view school organization and what they would recommend regarding future considerations are reported. One hundred fifty questionnaires were mailed, and 111 responses were received. Findings are represented in six groups: (1) what patrons viewed as key factors for determining when a school district should reorganize; (2) perceptions of patrons regarding whether the district has reached a point when reorganization should be considered; (3) preference of patrons as to which district they would like to join if reorganization were to take place; (4) willingness of patrons to accept a two-thirds majority vote to join only one K-12 district if reorganization were to occur; (5) feelings of patrons regarding keeping the Ruskin Elementary School operating independently; and (6) types of comments given by patrons regarding school organization. Appended are survey and telephone interview questions. (SI)

Ginsburg, Mark B.; And Others
National and World-System Explanations of Educational Reform.
PUB DATE- 89
NOTE- 42p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, March 31-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Conflict Resolution; Decision Making; *Educational Change; *Educational Improvement; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Global Approach; International Education; Problem Solving
IDENTIFIERS- *Educational Restructuring

Various theoretical approaches for explaining both the timing and focus of educational reform efforts, are discussed. Both national-level and world-system explanations as well as some suggestions for combining the contributions of both levels of analysis are examined. Additionally with respect to both levels of analysis, explanations from equilibrium perspectives are contrasted with those from conflict perspectives. The concept of the state is also given attention. The concept of educational reform as a form of social interaction in economic, cultural, and political context is developed. Besides being oriented to theory building as a scholarly activity and to comparative analysis as a basis for informing policy, the objective is to identify and clarify a number of issues to facilitate understanding of and plan for progressive action with respect to current and future reform movements. (79 references) (SI)

ED 313 878 EC 221 749

Fink, Dale Borman
"A Quiet Fight All the Way": A Report on the Need for Child Care among Parents of School-Age Children with Handicapping Conditions. Working Paper No. 178.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.
PUB DATE- 88

NOTE- 13p.; Funding also provided by MONY Financial Series of New York.
AVAILABLE FROM- Wellesley College, Center for Research on Women, Wellesley, MA 02181 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Employed Parents; Mental Retardation; *Parent Attitudes; *Parent Grievances; Questionnaires; *School Age Day Care

This paper describes experiences in seeking and using after-school child care of 66 parents whose children (ages 5 through 16) have moderate to severe disabilities. Using the parents' own words, the paper shows how lack of child care has affected these people in their employment choices and personal lives. Data from 67 completed questionnaires are summarized in what is meant not as scientific sample but more as "a series of snapshots." Among findings were the following: that mental retardation was the most common special need; that older disabled children were substantially more likely to be refused admission to a child care program than younger children; that 40% of the sample's children were currently enrolled in after-school child care services; and that 61% of the parents preferred the mainstreamed child care environment. The strengths and weaknesses of mainstreaming in child care services are given special attention. (PB)

ED 313 561 CE 053 842

Teacher Trainees' Assessment of the Chapter 74 Vocational Teacher Training Program.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

PUB DATE- Nov 89
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competency Based Teacher Education; Inservice Teacher Education; Outcomes of Education; *Participant Characteristics; *Participant Satisfaction; Postsecondary Education; *Program Effectiveness; *Teacher Education Programs; *Vocational Education Teachers
IDENTIFIERS- *Massachusetts

A mail survey was conducted in February 1989 of trainees who had completed the Massachusetts Chapter 74, five-course, 18-credit vocational-technical teacher training program in its revised and competency-based format. The survey was designed to assess trainees' satisfaction with the training program, to determine their perceptions of how well the courses prepared them for teaching, and to identify factors related to trainees' satisfaction. A total of 160 (66 percent) trainees to whom surveys were mailed returned completed surveys, and more than half of the respondents provided written comments. Trainees were most satisfied with these features of the program: instructors' willingness to help trainees, amount of time allowed to complete all five courses, instructors' knowledge of course material, methods used for evaluating trainees' performance, instructors' teaching skills, and number of courses required. Trainees were least satisfied with these four program features: competency-based education approach, course materials, how completely topics were covered, and course assignments and activities. Fewer than half of the trainees preferred competency-based education. Students indicated that the program had best prepared them for about half of the teaching activities described. Factors found to be significantly related to trainees' assessment of the teacher training program included school where the courses were completed, gender, highest educational level, vocational program area the trainee teaches, number of years of nonteaching work experience in the vocational program area, and preference for competency-based education. (The survey form, statistical results, and written comments are included.) (KC)

ED 313 671 CS 009 864

Schommer, Marlene

Students' Beliefs about the Nature of Knowledge: What Are They and How Do They Affect Comprehension? Technical Report No. 484.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 89

NOTE- 24p.

CONTRACT- G0087-C1001-89

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Structures; Cognitive Style; Content Area Reading; *Epistemology; Higher Education; Knowledge Level; Learning; Multiple Regression Analysis; Questionnaires; *Reading Comprehension; Reading Research; Two Year Colleges

IDENTIFIERS- *Knowledge Acquisition

A study was conducted involving two experiments to address the question "What effects do students' beliefs about the nature of knowledge have on comprehension?" Experiment one involved 117 junior college students and 149 university students as subjects. An epistemological questionnaire was administered to the undergraduates. Factor analysis of the questionnaire resulted in four factors reflecting degrees of beliefs in innate ability, simple knowledge, quick learning, and certain knowledge. In experiment two, 86 of the junior college students who participated in experiment one read a passage from either the social sciences or the physical sciences, in which the concluding paragraph was removed. They rated their confidence in understanding the passage, wrote a conclusion, and completed a mastery test. Belief in "quick learning" predicted oversimplified conclusions and belief in "certain knowledge" predicted inappropriately absolute conclusions. Belief in quick learning predicted poor performance on the mastery level test and confidence rating. Results indicated that epistemological beliefs should be conceptualized in terms of several independent dimensions, each with distinct effects on comprehension. (Six tables of data are included and 24 references are attached.) (MG)

ED 313 687 CS 009 880

Aiex, Nola Kortner
Using Literature To Teach Reading. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 5p.
CONTRACT- RI88062001
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Basal Reading; *Childrens Literature; Class Activities; Informal Assessment; Intermediate Grades; Primary Education; *Reading Instruction; Reading Research; Reading Writing Relationship; Student Evaluation; Teaching Methods
IDENTIFIERS- ERIC Digests; Guided Reading Procedure; *Whole Language Approach

This digest is intended to help and inform those teachers who are contemplating using children's literature to teach reading, and provides a brief review of material in the ERIC database on literature-based reading instruction. The digest includes sections on recent research, basic resources, assessing literature based reading, diverse methods approaches, and practical teaching guides. (NKA)

ED 313 734 CS 506 936

Kelley, Colleen E.
Peace Communication Research and the SCA Journals.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Historical Materials (060)
DESCRIPTORS- *Communication Research; Modern History; *Peace; *Scholarly Journals
IDENTIFIERS- *Speech Communication Association; Twentieth Century History

A preliminary study surveyed peace communication research in speech communication journals, covering the period from World War I through the late 20th century. The Matlon "Index" includes journals approved by the publications board of the Speech Communication Association (SCA) and was used in this project as the database for the period from 1915 to 1985. Selected SCA journals from 1986 to 1989 were also examined to assess post-1985 trends. Findings indicated that slightly less than one percent of the 17,826 articles published in SCA journals through 1985 seemed to fit into a broadly defined area of peace communication research. Topics were divided into several general categories including: war (the largest of the categories), diplomacy, the Soviets, conflict, United States foreign policy, the United Nations, China, protest, and single theme essays. A sampling of post-1985 research in SCA journals revealed several themes relevant to contemporary peace communication research. Findings suggest that the scope of peace communication research may be as diverse as the various definitions of peace communication. (One hundred two references are attached.) (SR)

ED 313 865 EC 221 734

Grebner, Florence D.
Control of Special Education.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Role; Boards of Education; Cooperation; Cooperative Planning; *Disabilities; Elementary Secondary Education; *Governance; *Government Role; Government School Relationship; Preschool Education; Professional Associations; Public Policy; *School District Autonomy; *Special Education; Teamwork

This literature-based paper attempts to delineate the role of various groups in controlling special education in public schools. The paper argues that historically education has been a local matter, but contemporary interpreation tends to view education as a societal issue, a view which provides the impetus for education to become a state function accompanied by vanishing local control. The paper then proposes that special education be controlled by a partnership of governmental agencies, state boards of education, local boards of education, parents, special education professional organizations, special education teachers, and school administrators. The suggested role of each group in the partnership is outlined. Recommendations are provided to local school boards to enable them to more fully exercise their role in the education of handicapped children. The recommendations include, among others, establishing a local partnership, developing an advisory board, clarifying special education legislation, ensuring a climate of quality control, and seeking modifications of funding formulas. (JDD)

ED 313 892 EC 230 054

Management of the Office of Special Education and Rehabilitative Services. Briefing Report to the Chairman, Subcommittee on Select Education, Committee on Education and Labor. House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-21BR

PUB DATE- Nov 89

NOTE- 115p.

AVAILABLE FROM- General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 copies or more 25% discount; prepaid).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- Accountability; *Administration; *Disabilities; Elementary Secondary Education; Evaluation Methods; *Federal Programs; Federal State Relationship; Goal Orientation; Grants; Interviews; *Public Agencies; Questionnaires; *Rehabilitation; *Special Education

IDENTIFIERS- *Office Special Education Rehabilitation Services

The report to Congress on the management of the Federal Office of Special Education and Rehabilitation Services (OSERS) explains findings grouped into five major areas: (1) goal setting, (2) performance management, (3) human resources management, (4) grants management, and (5) federal/state relationships. Questionnaires concerning the management of OSERS were sent to 250 field managers and senior staff, and 187 completed surveys were received and analyzed (a response rate of 75%). In addition, telephone interviews were conducted with state directors of vocational rehabilitation and state directors of education. Finally, preliminary findings were discussed with component heads and selected division directors and branch managers. Among findings were the following: OSERS management has done a poor job of establishing OSERS-wide goals, and specifically, OSERS lacked: (1) a goal-setting process that incorporated input from each OSERS component; and (2) a formal tracking system to monitor goal implementation. The management of OSERS' components is difficult to measure because of a lack of componentwide strategic plans. In human resources management, some progress has been made in filling vacancies with continuing problems in inadequately trained staff and accessibility of training. Serious problems were identified in OSERS evaluation and monitoring of grantee performance in both discretionary and formula grants. Questionnaire respondents and interview subjects also tended to have negative responses to questions concerning federal/state relationships. Seven appendixes and 31 figures provide supportive information and statistical data. (DB)

ED 313 521 CE 053 691

Moore, Charles; Martin, B. T.

South Carolina Guide for Industrial Technology Education.

Clemson Univ., S.C.; South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 89
NOTE- 404p.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; *Communications; *Construction (Process); Construction Industry; Educational Resources; *Energy; Energy Occupations; Equipment; Graphic Arts; *Industry; *Manufacturing; Manufacturing Industry; Photography; *Power Technology; Secondary Education; State Curriculum Guides; Technology; Transportation
IDENTIFIERS- *South Carolina

This document contains teacher's materials for industrial technology education courses in four instructional clusters (communication technology; construction technology; manufacturing technology; and energy, power, and transportation technology) taught in grades 7-10 in South Carolina. Introductory materials state the mission and goals of industrial technology, outline the clusters and instructional units of each, describe recommended instructional formats for grades 7-8 and 9-10, diagram the South Carolina plan for technology education, and explain how to use the materials. The teachers' guide for each cluster contains: (1) a list of units and topics with recommended instructional time for each; and (2) outlines for each unit that describe: the unit's major concept; topics; behavioral objectives; core instructional activities; advanced instructional activities; evaluation activities; tools, equipment and materials needed; vocabulary that should be included and reinforced in the instruction; and references. A separate resource section lists names and addresses of sources for audiovisual and print materials on space technology and technological careers. A recommended equipment list for middle/junior high school industrial technology education provides the following information for each item: quantity; specifications; estimated unit cost; and estimated total cost. (CML)

ED 313 535 CE 053 736

Coyle-Williams, Maureen
What Works in Vocational Education for Students Who Are at Risk.
TASPP Brief.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Oct 89
NOTE- 5p.; Product of the Technical Assistance for Special Populations Program, University of Illinois at Urbana-Champaign.
AVAILABLE FROM- TASPP, 345 Education Bldg., 1310 South Sixth Street, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; *Dropout Research; *Dropouts; Educational Improvement; Education Work Relationship; *High Risk Students; High Schools; Potential Dropouts; *School Holding Power; *Success; Transitional Programs; *Vocational Education

This report highlights recommendations made in recent research reports concerning the role of vocational education in enhancing the success of students at risk of dropping out of school. It has been found that components of vocational education programs successful at retaining students include mechanisms for helping at-risk youth to follow "normal" transitional paths through vocational programs and to take advantage of the job training aspects of those programs. It is suggested that work-study programs offered to at-risk students early in their high schools careers may actually encourage them to drop out because those activities are often unrelated to the ongoing school program and may actually serve as inducements for quitting school. It is further suggested that vocational education's contribution to the successful transition of disadvantaged youth may be improved by providing counseling and exploration prior to program placement, expanding cooperative education, integrating academic and vocational course work, developing criterion-referenced competency profiles, helping students obtain good jobs, and rewarding effective programs. Carefully monitored work experience, incentives such as personalized adult attention and guarantees of postsecondary educational opportunity, career counseling, and school volunteers serving as mentors and tutors are among recommendations for improving school-to-work transition programs. New policy objectives at the federal, state, and local levels have also been recommended, as well as the development of performance measures in academic achievement, vocational attainment and skills, employment outcomes, and postsecondary continuation and attainment. (Six references are included.) (CML)

ED 313 547 CE 053 781

Mort, Heidi; Reisman, Janet
Women and Nontraditional Work.
National Commission on Working Women, Washington, D.C.
PUB DATE- Nov 89
NOTE- 6p.; Product of the Women, Work and the Future Project funded by the Ford Foundation, Kraft, and Mobil.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Access to Education; Affirmative Action; Career Choice; *Employed Women; Employer Attitudes; *Employment Opportunities; Employment Patterns; *Equal Opportunities (Jobs); Federal Legislation; Labor Market; *Nontraditional Occupations; Outcomes of Education; Public Policy; Services; *Sex Fairness; Socialization; Social Support Groups; Work Attitudes

This fact sheet summarizes labor market statistics on nontraditional jobs for women and public policy, barriers, and strategies regarding such employment. Among the data presented are the following: nontraditional jobs for women are jobs in which 75 percent or more of those employed are men; 9 percent of all working women are employed in nontraditional jobs; the Job Training Partnership Act and the Carl Perkins Vocational Education Act are public policy efforts that support but do not ensure the entrance of women into nontraditional employment and training; lack of enforcement weakens the intent of laws and policies supportive of women in nontraditional jobs, including Title VII of the Civil Rights Act of 1964, Equal Employment Opportunity Commission Guidelines of 1980, Title IX of the Educational Act Amendments of 1972, Equal Pay Act of 1973, and Executive Order 11246; the barriers that inhibit entry of women into nontraditional training and employment are complex and interrelated; among the barriers are those that are social and cultural, involve education and training, occur on the job, and involve sexual harassment; strategies to overcome barriers must focus on changing institutions and providing individual support to women. The document concludes with a list of 11 resources, including memberships, technical assistance workshops, printed resources, and human resources. (CML)

ED 313 575 CE 053 858

Gray, Dianne Elaine

Self-Esteem: Exploring Its Dimensions and Its Life-Span Implications.

PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Andragogy; *Individual Development; Postsecondary Education; Self Actualization; *Self Concept; Self Concept Measures; *Self Esteem; *Self Evaluation (Individuals)

In the field of adult education, self-esteem is a concept worthy of exploration, for it is a crucial component of much that happens in the educational setting. However, although many studies have explored self-esteem in children, little has been written about adult self-esteem. Self-esteem has been defined as a component of self and has many dimensions. It is extremely significant and penetrates into all areas of one's life. It is maintained in part by the continuities in one's life and is capable of change through the "discontinuities" inherent in the life span. All of these aspects of self-esteem are relevant for adults who wish to grow and for adult educators. Adult educators especially must be aware that (1) an appreciation of the importance and the dynamic qualities of self esteem is necessary; (2) there are many dimensions of self-esteem and numerous ways that people defend it; (3) responsibility for enhancing the self-esteem of our children, ourselves, and others needs to be claimed and appreciated as an opportunity; and (4) those involved in adult education have the specific challenge of determining how self-esteem relates to their work--the very assumptions upon which andragogy is based are related to self-esteem. (19 references.) (KC)

ED 313 588 CE 053 899

Beck, Judy A.

Step by Step. Educational Equity Options Project. A Seven-Step Process for Increasing the Enrollment of Women and Girls in Nontraditional Programs. A Program Manual.

Wider Opportunities for Women, Inc., Washington, D.C.
SPONS. AGENCY- Levi Strauss Foundation, Inc., San Francisco, Calif.; National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 158p.
AVAILABLE FROM- Wider Opportunities for Women, 1325 G Street, NW, Lower Level, Washington, DC 20005 ($45.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Affirmative Action; *Career Choice; *Equal Opportunities (Jobs); Models; *Nontraditional Occupations; Personnel Integration; Program Development; Secondary Education; Sex Bias; Sex Discrimination; *Sex Fairness; Sex Stereotypes; Vocational Education; *Womens Education

This program manual is a distillation of a 5-year, 10-site national experience in the development of a 7-step model for increasing the enrollment of women and girls in education and training that is nontraditional for their sex. It is intended to extend the impact of the Educational Equity Options Project by making the process accessible to educational institutions, state sex equity coordinators, women's and youth advocates, and community leaders.

The document consists of five chapters. Chapter 1 discusses the need for equitable educational options. Chapter 2 provides an overview of the Educational Equity Options Project process. (The seven-step process is as follows: build the team, assess the institution, identify the barriers, select strategies, develop a plan, implement the plan, and evaluate.) Chapter 3 is a step-by-step guide to implementing the project, with information on how to accomplish each step, what problems to anticipate along the way, and what strategies to use to prevent or overcome the problems. Each step includes a section of supplemental materials such as worksheets and handouts. Chapter 4 provides the Sex Equity Awareness training module for conducting the orientation and planning meeting for the project team. Additionally, possible project activities (recruitment, preenrollment, classrooms, linkages with the community, support services, and environment) are described. Chapter 5 is a resource bibliography that lists 23 videos for secondary and postsecondary students, 7 videos for middle and secondary school students, 3 videos for disabled students (closed captioned), 10 videos for teachers/counselors, 2 videos for parents, 31 books, 9 series of posters, and 23 educational equity organizations and resource centers. (CML)

ED 313 602   CG 022 120

National Drug Control Strategy.
Office of National Drug Control Policy, Washington, DC.
PUB DATE- Sep 89
NOTE- 152p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402 (Stock No. 040-000-00542-1, $8.00 each).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Drug Abuse; *Government Role; *Illegal Drug Use; *Prevention; Public Policy

This report presents a comprehensive blueprint for new direction and effort in the national fight against illegal drug use. It is the result of an intensive review of federal anti-drug efforts to date and incorporates advice and recommendations from hundreds of interested and involved anti-drug leaders outside the federal government. The introduction looks at the current illegal drug problem in the United States and considers drugs and public policy, supply and demand of drugs, and the source and spread of drugs. The main body of the report is concerned with national priorities. It identifies and discusses priorities in the areas of: (1) the criminal justice system; (2) drug treatment; (3) education, community action, and the workplace; (4) international initiatives; (5) interdiction efforts; (6) a research agenda; and (7) an intelligence agenda. Quantified 2- and 10-year objectives; a list of federal implementation and resource requirements; recommended state legislation; a description of high intensity drug trafficking areas; a section on information management; and acknowledgements are appended. (NB)

Kosberg, Jordan I.

Family Care of the Aged in the United States: Policy Issues from an International Perspective.

International Exchange Center on Gerontology, Tampa, FL.
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Caregivers; *Family Caregivers; *Frail Elderly; *Government Role; Individual Needs; *Older Adults; *Public Policy; Responsibility

This paper addresses issues related to the care of the aged by informal caregivers, government support of such care, and policy changes that might result in improved care of the elderly population. In its treatment of family responsibility for the elderly, it calls attention to several trends: (1) family members will be increasingly unavailable to provide care for their elderly relatives; (2) the elderly do not want to be too dependent upon family members; (3) the care of the elderly can result in serious economic, social, physical, and psychological costs to families; (4) these costs can result in abuse and mistreatment of the elderly; and (5) research findings do not support the assumed cost-savings from family care. It is questioned whether the United States and similar urban-industrialized societies can effectively adopt the practices of other types of societies in which the elderly are satisfactorily sustained by relatives. Examples are cited of Japan and Sweden where government provides financial incentives to families who provide for older relatives to live with them. A 1981 survey is referred to which found that more responsibility by government, as compared to more by the children of the elderly, or by the elderly themselves, was favored to a greater extent by the American public. Findings on international policies supporting family care of the elderly and its consequences are reviewed and the areas of assistance to families, mandating family support, and social changes affecting informal supports are addressed. (NB)

ED 313 630 CG 022 153

Greer, R. M.; Richardson, M. D.

Restructuring the Guidance Delivery System: Implications for Rural High School Guidance Counselors.

PUB DATE- Apr 89

NOTE- 10p.; Paper presented at the Annual Meeting of the Southern Rural Education Association (Nashville, TN, April 19-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Delivery Systems; *Flexible Scheduling; High Schools; *High School Students; *Rural Schools; *School Guidance

The educational reform movement of the past several years has forced all educators to critically examine both their current and perceived roles. The following model addresses the issues of a changing clientele, a changing society, and a changing expectation of the duties of school guidance counselors. The first requirement of a new scheduling model is to examine the time requirement for counselors. A model program for flexible scheduling was developed for a rural high school serving approximately 1,500 students with four counselors. The counselors were required to account for the same number of work hours as a regular classroom teacher, but the hours were staggered to allow for the flexibility necessary to spend time at school after the typical school day. This model: (1) allows counselors and administrators to work together as a team; (2) requires that the community be informed and educated about the need for a cooperative parent/child/school interaction; (3) requires counselors and administrators to receive educational updating; (4) requires willingness by counselors and administrators to make modifications in current programs and practices; (5) requires counselors and administrators to think in proactive as well as reactive terms; and (6) requires counselors and administrators to analyze their own motivations to determine how much they are willing to do in order to produce healthy, happy, productive citizens. (ABL)

ED 313 644 CG 022 167

Advisory List of Instructional Media Guidance.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Aug 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adjustment (to Environment); *Books; Elementary School Students; Elementary Secondary Education; Family Problems; *Filmstrips; *School Counseling; *School Guidance; Secondary School Students; *Videotape Cassettes

A bibliography of materials relevant to the competency-based guidance curriculum of the North Carolina State Department of Public Instruction is presented in this document. Books for students, books for teacher/counselor use, filmstrips (sound), and videocassettes are listed. Grade ranges are provided for each item, although use of the materials is not limited by grade and they may be used for enrichment, leisure, and other purposes by as many students in as many grades as feasible. The citations cover a wide range of topics including kindergarten retention, family rules, eating disorders, homework/study habits, college choice, legal careers, family problems, divorce, drug and alcohol abuse, sex, baby sitting, self-motivation, coping, jobs and careers, teenage pregnancy and parenting, ethics, friendship, emotional abuse, dropping out of school, starting school, responsibility, problem solving, self-image, sexual abuse, social interaction and decision making, student stress, and safety. Publishers and producers are listed at the end of the bibliography. (ABL)

ED 313 658 CS 009 849

Lytle, Susan; Botel, Morton
PCRP II: Reading, Writing and Talking across the Curriculum.
Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE- 88
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Communication (Thought Transfer); Communication Skills; *Educational Change; *Educational Improvement; Educational Principles; Elementary Secondary Education; *Holistic Approach; Language Acquisition; *Language Arts; State Curriculum Guides; Theory Practice Relationship
IDENTIFIERS- Pennsylvania

This book discusses PCRP II, an integrative framework for language and literacy which teachers and administrators can use to examine, and when appropriate, to improve school and classroom practice in language use across the curriculum. Chapter 1 offers an introduction and summary. Chapter 2, "Perspectives on Theory and Practice," presents four perspectives for looking at the curriculum: learning as meaning-centered, social, language-based, and human. Chapter 3, "The Five Critical Experiences," (reading, writing, extending reading and writing, investigating language, and learning to learn) defines each experience, elaborates its specific research and theory bases, and suggests classroom activities applicable across the grades and across the curriculum, as well as activities for different grade levels and content areas. The fourth chapter, "Constructing Curriculum," addresses the integration of the five critical experiences in daily, weekly and long-range instruction and curriculum planning, and deals with ways to use the PCRP II framework as a heuristic for critical reflection on current practice and for designing units and planned courses of study. Chapter 5, "Designing Congruent Evaluation," maintains that integrative models of curriculum and learning are more likely to be successful if the evaluation program reflects these models, and proposes six principles for designing the evaluation procedures. The sixth chapter, "Implementing PRCP II through Networking," discusses the rationale for PCRP II and for the statewide plan for implementing the framework, and provides a set of specific but adaptable suggestions for how this book may be used to effect change at the level of districts, schools and individual classrooms. Twenty notes are included and an 11-page bibliography is attached. An appendix contains the report of the Pennsylvania Department of Education conference on PCRP II. (SR)

ED 313 702 CS 212 086

Merrick, Beverly G.

Two Case Histories, Ishbel Ross and Emma Bugbee: Women Journalists Ride the Rail with the Suffragettes.

PUB DATE- 12 Aug 89

NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Biographies; *Employed Women; Feminism; *Journalism History; Newspapers; News Reporting; *Sex Discrimination

IDENTIFIERS- Case Histories; *Women Journalists; *Womens Suffrage; World War I

The rise to prominence of the women's suffrage movement in the World War I years brought women reporters into U.S. newsrooms for the first time. In 1911 Emma Bugbee became the first woman hired as a "hard" news reporter for the "New York Tribune" (later the "Herald Tribune"). Ishbel Ross, author of "Ladies of the Press," got her start in journalism in 1916, when her interview of Emmaline Pankhurst, British suffragist leader, made the front page of the "Toronto Daily News." By 1919, the year Ross joined Bugbee at the "New York Tribune," Bugbee had worked her way to a desk down the hall from the newspaper's city room, where she covered suffrage news. While the suffragists marched for their rights, the women reporters covering suffrage news fought to get their stories on the front pages. According to Ross, when women's suffrage stories became page one news, women reporters were often replaced by their male colleagues. In 1914, Bugbee and others at the "New York Tribune" finally insisted they could handle the stories themselves and were given the chance. Bugbee walked with the suffragists on a week-long winter march from New York City to Albany, phoning her story in to the paper each night. Bugbee wrote for the "Tribune" for five decades; Ross eventually retired from journalism to write novels and biographies about American women. (Sixty-nine notes are included.) (MHC)

Nienhaus, Brian
Communication, The Commodity Form and Charisma.
PUB DATE- 10 Aug 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
AVAILABLE FROM- Dept. of Communication/1012 A. Frieze Bldg., University of Michigan, Ann Arbor, MI 48109 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audiences; *Communication (Thought Transfer); *Economic Change; *Economic Factors; Higher Education; Mass Media; Social Class
IDENTIFIERS- *Charisma; *Commodity Form; Weber (Max)

This paper explores how economic developments in the United States communication industry have altered the scope and meaning of two central sociological concepts, the commodity form and charisma. The first section describes the economic structure of the public sphere in a theory of commodity relations. This theory is then used to review, in the second section, the Weberian concept of charisma, with examples drawn primarily from previously conducted research into the reformation of the public sphere during the years of the New Deal. The second section deals with charisma in first-order commodity relations, charisma in second-order commodity relations, and charisma in non-commodified relations. Twenty-three notes are included. (SR)

ED 313 751 CS 506 962

Horn, Gary
Belize, Central America: Role of Academic Debate in an Emerging Democracy.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Debate; Developing Nations; *Educational Improvement; Educational Innovation; Foreign Countries; Higher Education; *Intercultural Communication; International Cooperation; Public Speaking; Secondary Education; Verbal Communication
IDENTIFIERS- *Belize; *Ferris State College MI

Many secondary school principals in Belize had expressed a desire and a strong need to start developing in their students the many and varied skills to be gained from participating in debate. The principals feel that the educational system of Belize is their greatest asset and that adding debate to their curriculum would make it even stronger. To help implement debate in Belize, the Director of Forensics at Ferris State University (Michigan) took a debate team to Belize to demonstrate forensics for the secondary teachers and students. Before leaving for Belize, in addition to learning about the country for the 10-day trip, the team collected all of the debate and communications textbooks available for the students and teachers to use as reference material. The group traveled to many parts of Belize (San Pedro, Southern Belize, Western Belize, Orange Walk District, and Corozal) to lecture and demonstrate. In Corozal, the Belizian students were so eager that they participated in a debate with the Ferris team. It was obvious that Ferris State's efforts had been appreciated and would be a foundation for the Belizians to build on for their future. (MG)

ED 313 780 EA 021 443

Policy Recommendation on Performance-Based Accreditation. A Report Prepared for the Commissioner of Education and the State Board of Education of the Nebraska Department of Education.

Nebraska Univ., Lincoln. Bureau of Educational Research and Field Services.

SPONS. AGENCY- Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.
PUB DATE- 3 Jan 89
NOTE- 101p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); Change Strategies; *Curriculum; *Educational Assessment;

Educational Change; *Educational Policy; *Educational Quality; Elementary Secondary Education; Excellence in Education; *Testing
IDENTIFIERS- *Nebraska

The content of this report, commissioned by the State Board of Education, examines the current input indicators contained within Nebraska Statutes. Recommendations for ways in which process performance indicators suggested by the Accreditation Advisory Committee may be appropriately evaluated and measured are provided. The common curriculum of Nebraska's school system is identified and recommendations are made for appropriate testing strategies. A review is made of the Comprehensive School Evaluation Process currently required in state and in North Central accreditation. The majority of the report is contained in seven appendices: (1) charge from the State Board of Education and makeup of Task Force; (2) catalogue of indicators; (3) textbook usage in elementary schools of educational service Unit #3; (4) partial summary of course offerings in Nebraska secondary schools; (5) testing options and costs, National Assessment of Education Program, achievement batteries, and subject area tests; and (6) North Central Accreditation Process. (32 references) (SI)

ED 313 809 EA 021 497

Adams-Nepote, Sue
Substance Abuse Programs: Success through Ownership.
PUB DATE- Dec 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Health Education; *Health Promotion; *Prevention; *Program Effectiveness; *Substance Abuse; Well Being

When administration and staff jointly focus on centralized goals, they unite to form a powerful base from which a successful substance abuse program can evolve. Planning activities that include all staff members who have feelings of self-efficacy result in a comprehensive, integrated curriculum and program that is effective for local needs. Substance abuse programs that constantly focus on formal evaluation often lose sight of the more relevant informal information obtained through student behavior, school climate, success and participation in extracurricular activities and sports, and academic achievement. Some districts believe that each of their schools must have identical, uniform substance abuse programs; however, disaggregation within a district--while appearing somewhat chaotic--can actually be a more effective approach. Disaggregation fosters autonomy, flexibility, and innovation and allows a school to respond quickly to an issue or problem. (KM)

ED 313 822 EC 221 336

Peterson, Charles R., Ed.
Access to Photography: Making Photography Accessible to Persons with Exceptional Educational Needs.
Saint Norbert Coll., West DePere, Wis.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Feb 89
NOTE- 73p.; A product of Young Artist Workshops. Also sponsored by Eastman Kodak and the Polaroid Corporation.
AVAILABLE FROM- Young Artist Workshops/Saint Norbert College, De Pere, WI 54115-2099 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Accessibility (for Disabled); Adults; *Assistive Devices (for Disabled); Blindness; *Disabilities; Elementary Secondary Education; Mental Retardation; Photographic Equipment; *Photography; Physical Disabilities; Production Techniques

This guide to making photography accessible to persons with exceptional educational needs contains several papers, a list of 27 organizational and bibliographic resources, a list of sources of adaptive equipment, and drawings of sample equipment modifications. Nine papers make up the text of the guide. In "An Adventure into Photography," Charles Peterson describes his photography work with disabled individuals and notes that the use of simple adaptations can bring photography within reach of all. "Photography and the Arts for Special Children's Program" (Eddee Daniel) discusses program goals, equipment, activities, and results from working with children with different disabilities. "Learning Experiences with Photography and Mentally Retarded Youth" (Sandy Siebens) presents two lesson plans on textures and emotions. "Focus on Photography: Donald Levine" (Susan Gagnon) and "Photographing to See: George Covington" (Mark Peterson) describe the work of a professional photographer with paraplegia and another who is legally blind. "Let Your Camera Do the Seeing" (George Covington) discusses camera functions and subject matter for legally blind individuals. "Project SNAP (Special Needs Adapted Photography)" (Vera Scalingi) describes Polaroid's efforts to make its products and services accessible to disabled persons. "Access to the Darkroom" (Mark Peterson) explores adaptation of darkroom processes to the needs of disabled individuals. "Special Applications of Photography: Skills Development" (Scalingi) addresses photography's uses as a learning and therapeutic tool. (JDD)

ED 313 836 EC 221 702

Berkeley, Terry R.

A Portrait of Children in Transition: Utilizing the Salient Responses of Infants and Toddlers To Evaluate Sensorimotor Change.

PUB DATE- Jul 89
NOTE- 21p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume I.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); *Child Development; Early Intervention; *Evaluation Methods; *Infants; Interaction; *Models; Preschool Education; Program Evaluation; Responses; *Toddlers

This paper details Michael Lewis and Mark Starr's model of early child development known as the salient responses of the human organism. The model is described as a representation of the actions taken by humans in their qualitative attempts to move to more progressive states of development through interactions with the environment. The salient attributes of the responses include the quantity, quality, speed of acquisition, utilization, affective tone, generalizability, organizational properties, and intention in the use of information. The model allows a developmentally integrated view of children, especially infants, through an observational perspective which is not separated by arbitrarily established domains of development. The advantages of the model include its usefulness as: a foundation for assessing the developmental status of infants, a method of establishing developmentally appropriate intervention strategies, and a framework for the evaluation of child-centered early intervention program outcomes. Though use of the model in the 10 years since its development has been limited, it is recommended for utilization in early intervention programs to stimulate positive developmental change in infants. (JDD)

ED 313 852 EC 221 718

Wandry, Donna L., Ed.
Base Technical Education: An Alternative for Underserved Populations.
Council for Exceptional Children, Reston, VA. Div. on Career Development.; Utah Univ., Salt Lake City. Center for Base Technical Education and Transition.
SPONS. AGENCY- Utah State Office of Economic Development, Salt Lake City.
PUB DATE- 89
NOTE- 40p.
AVAILABLE FROM- Division for Career Development, Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - General (020)
DESCRIPTORS- Agency Cooperation; Curriculum Development; *Educational Needs; *Education Work Relationship; Government Role; *Mild Disabilities; School Business Relationship; *Technical Education; *Vocational Education
IDENTIFIERS- *Center Base Technical Education Transition

The monograph presents eight articles concerned with research, collaboration, and development of alternatives for skilled technical education for those underserved individuals now exiting the educational system ill-prepared for careers. The first two articles present a statement of the educational needs of individuals who are mildly-to-moderately handicapped and other underserved populations. The term "underserved" is defined, the implications of inappropriate curriculum are discussed, and workplace and legislative attitudes that hinder successful transition are reviewed. The third article describes government, education, and industry linkages required to meet the demand for technologically-trained entry-level employees and emphasizes the potential value of the currently underserved to the economy. The next three articles present the efforts of the Center for Base Technical Education and Transition including a description of the Center's activities, the use of assessment, and a basic skilled-technical curriculum generated by the Center. The final two articles present strategies for interagency cooperation in transition programming and describe an instrument designed to assess the level of interest that regular and special educators have in providing this support. Paper authors are: Mary Buchanan, Sherri Strawser, Clifford Crelly, Carol Weller, Donna Wandry, Cheryl Frederickson, Barbara Gibbons, Lisa Sosa, Marshal Welch, and Suzanne Wade. (DB)

ED 313 879 EC 221 750

Norton, Melanie J.; Kovalik, Gail L.
Perspectives on Deafness. A Selected Bibliography Prepared for Public Libraries Establishing a Deafness Collection.
National Technical Inst. for the Deaf, Rochester, N. Y.
PUB DATE- Jun 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Books; Childrens Literature; Cultural Awareness; *Deafness; Elementary Secondary Education; Employment; *Hearing Impairments; *Library Acquisition; Mental Health; Novels; Organizations (Groups); Parents; Poetry; Psychology; *Public Libraries; Rehabilitation; Sign Language

This bibliography is aimed at public librarians' need to grasp the rapidly expanding body of literature related to deafness and hearing loss, especially in libraries aspiring to maintain a comprehensive collection on the subject. The annotated citations are of materials published from 1973 to 1989 and are divided into sections on: communication (6), culture/heritage (16), general works (8), education (8), employment (5), juvenile (19), juvenile/sign language (9) mental health/psychology/rehabilitation/sociology (10), novels and poetry (8), parents and families (12), reference (12), and sign language (12). Also included are non-print media (6), periodicals (9), organizations/information centers (15), and publishers (7). (PB)

ED 313 509 CE 053 588

Governance and Funding of Montana's Vo-Tech Centers: Options for Change. A Report to the 50th Legislature. Joint Interim Subcommittee on Vo-Techs/Job Training.
Montana Legislative Council, Helena.
PUB DATE- Nov 86
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Administration; *Educational Finance; Educational Policy; *Governance; Postsecondary Education; Program Administration; Program Improvement; State Government; *State Legislation; Student Characteristics; *Technical Education; *Technical Institutes; *Vocational Education
IDENTIFIERS- *Montana

A Montana legislative committee surveyed the vocational education system in the state in order to draw up resolutions for legislation changing some of the administration and funding of the postsecondary part of the vocational system. This report presents an overview of the vocational education system, including the following: (1) a review of legislative involvement in vocational-technical governance and funding; (2) powers and duties of governance components and other agencies; (3) financial status of the vocational-technical system; (4) programs and services at the vocational-technical centers; (5) vocational-technical student profiles; and (6) the role and scope of vocational-technical education in Montana's education system. Based on this overview, recommendations were made that the state legislature enact laws to continue and intensify general support for postsecondary vocational-technical education in Montana and transfer the governance of the five vocational-technical centers from the Office of Public Instruction to the Board of Regents of Higher Education. (KC)

ED 313 688 CS 009 881

Johns, Jerry; Schlesinger, Joelle

Remedial Reading. Focused Access to Selected Topics (FAST) Bibliography No. 44.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 90

NOTE- 5p.

CONTRACT- RI88062001

AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adult Reading Programs; Annotated Bibliographies; Class Activities; Classroom Techniques; Elementary Secondary Education; Higher Education; Learning Problems; Reading Difficulties; Reading Research; *Reading Strategies; *Reading Teachers; *Remedial Reading

Focusing on recent research and strategies for the remedial reader, this FAST Bib offers a 27-item list of annotated selections. It includes sections on overview and research, suggestions for reading specialists, strategies and activities for classroom teachers, and strategies for assisting adults. All selections in the bibliography date from 1987 through 1989. (NKA)

ED 313 735 CS 506 937

Publications Relating to the 1989-90 High School Debate Topic--Resolved: Prison Reform: How Can the Federal Government Reform Prisons and Jails in the United States? Subject Bibliography.

United States Government Printing Office, Washington, D.C.
PUB DATE- 20 Apr 89
NOTE- 4p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Correctional Institutions; *Debate; Federal Government; *High Schools; Prisoners
IDENTIFIERS- *Prison Reform

This annotated bibliography lists 15 selections available from the U.S. Government Printing Office which relate to the 1989-90 high school debate topic of prison reform. The selections were all published during the 1980s. Prices are listed in the bibliography, and an order form is provided. (NKA)

ED 313 765 CS 506 998

Buell, Cindy

Beyond Instrumentation: Informal Methods of Evaluating College Internships.

PUB DATE- 20 Nov 89

NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Faculty Advisers; Higher Education; *Informal Assessment; *Internship Programs; Interpersonal Communication; *Practicum Supervision; Speech Communication; Student Experience; Student Journals; *Supervisory Methods

IDENTIFIERS- Wesleyan College GA

A case study examined the internship program in the communication major at Wesleyan College (Georgia), employing informal methods of student evaluation. Faculty sponsor/student discussions, journal entries, and phone calls to supervisors achieved an objective measurement of interns' progress and added an important dimension to the formal methods which basically only provided the needed paperwork. These informal methods provided the student intern, faculty sponsor, and supervisor an opportunity to get to know the student on a more personal basis. The discussions afforded an opportunity to see the internship from the eyes of the student. The journal entries motivated the individual student to examine her effectiveness with the internship task and her relationships with the people at the intern site. The phone calls gave the faculty sponsor and the intern supervisor a chance to know each other on an informal and spontaneous basis and to support the student through acknowledging her strengths and weaknesses. (KEH)

ED 313 795 EA 021 477

Desegregation Activities: Administration of Education Grant Funds at the Cleveland School District. Report to the Honorable Louis Stokes, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-83

PUB DATE- Aug 89

NOTE- 49p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg MD 20877 (first 5 copies, free; additional copies,

$2.00 each prepaid by cash or by check or money order made out to the Superintendent of Documents).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Desegregation Methods; *Desegregation Plans; Elementary Secondary Education; *Federal Aid; Financial Support; Government Publications; *Grants; Magnet Schools; Public Schools; Racial Integration; *School Desegregation

IDENTIFIERS- *Cleveland Public Schools OH

An examination was made of the U.S. Department of Education grants awarded to the Cleveland School District for desegregation activities, including how Department of Education funds were used by the school district and how the department administered and monitored Magnet School grants awarded to the school district for fiscal years 1986 and 1987. Following an executive summary, this report has three chapters: (1) introduction; (2) amount and use of federal funds for desegregation activities; and (3) noncompliance with federal regulations for grant administration. The information indicates that the the district generally used the $30.2 million for purposes consistent with the desegregation court order. However, the district accumulated excessive federal cash balances, retained them for long periods, did not submit financial reports, and used a procurement system that did not satisfy documentation standards promulgated by the Department of Education. Appended are comments from the Department of Education and the Cleveland School District as well as five tables. (SI)

ED 313 645 CG 022 168

McFadden, Emily Jean

Empowering Children and Youth in Foster Care: A Forum.

PUB DATE- 10 Aug 89
NOTE- 13p.; Paper presented at the Annual Meeting of the International Foster Care Organization Educational Conference (6th, Ypsilanti, MI, August 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Foster Care; *Foster Children; Political Influences; Social Responsibility; *Social Work
IDENTIFIERS- *Empowerment

Empowerment as originally used referred to a political process in which systemic power was analyzed and redistributed. To translate concepts of empowerment into foster care terminology, an indifferent society fails to support families at risk, then increases their powerlessness by removing their children. Foster children are primarily children of the poor, who are often treated "poorly" by the system mandated to protect and nurture them. The reason that the concept of empowerment is a political one is that societal injustice demands political and economic action. Before thinking about empowerment for young people, the specific ways in which foster children and youth are disempowered must be considered. Foster children could be asked what they want in case review. It is not surprising that youth at age 17 or 18 cannot make good choices if they have not been allowed choices at age 10. It may be that in foster care research, researchers have been asking the wrong questions; foster children themselves should have input. Before anything else, it must be assured that children and youth in foster care are not harmed. Secondly, a supportive environment must be established. Empowerment is a political process aimed at analyzing and acquiring uses of influence. Ultimately the children in foster care must speak for themselves. (ABL)

ED 313 672 CS 009 865

Anderson, Richard C.; Nagy, William E.
Word Meanings. Technical Report No. 485.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 37p.
CONTRACT- G0087-C1001-89
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Language Arts; Language Research; Linguistic Theory; *Models; *Reading Comprehension; Reading Research; *Semantics; Theory Practice Relationship; Vocabulary
IDENTIFIERS- *Words

This report addresses the nature of the knowledge people possess about word meanings, and how this knowledge is acquired and used in reading comprehension. The report outlines a "standard model" of word meanings which equates word meanings with critical features, or necessary and sufficient conditions for serious, literal use of a word. The model outlined underlies both current common sense thinking about word meanings and much current pedagogical practice in vocabulary instruction. The report argues that in the standard model's attempt to provide a parsimonious, general account of semantics, the standard model falls short of a linguistically adequate and psychologically realistic characterization of meaning. The report concludes that although many points are still being debated, the current consensus of scholars can best be characterized as the rejection of the standard model. (Sixty-three references are attached.) (RS)

Volunteers: A Handbook.
Richmond Public Schools, VA. Parent Education Resource Center.

PUB DATE- 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Parent Participation; *Program Development; *Program Evaluation; *Program Implementation; School Aides; Teacher Aides; *Volunteers; *Volunteer Training

Guidelines are provided for parents, teachers, and administrators interested in implementing a volunteer program in classrooms or in an entire school system. This guide is divided into seven sections that deal with: (1) benefits derived from participation in a parent involvement program; (2) 10 points to consider in beginning a volunteer program; (3) implementing a volunteer program; (4) step-by-step guide for training volunteers to perform specific activities; (5) activities for parent volunteers, utilizing desirable teaching behaviors; (6) rewards/appreciation for volunteers; and (7) evaluation of program. The implementation section presents a flow chart, an objectives list, recruitment ideas as well as a plan of action, tips for beginning a parent volunteer program, a list of types of volunteers, and orientation and training ideas. Appended are guidelines for the role of a volunteer; viewpoints of volunteers, parents, and teachers; the dos and don'ts in a parent volunteer program; and a list of available pamphlets. (3 references) (SI)

ED 313 866 EC 221 735

Special Education: Congressional Action Needed To Improve Chapter 1 Handicapped Program. Report to Congressional Committees.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-54
PUB DATE- May 89
NOTE- 75p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administration; Deinstitutionalization (of Disabled); *Disabilities; *Educational Legislation; *Educational Practices; Elementary Secondary Education; Eligibility; Federal Aid; Federal Legislation; *Federal Programs; *Severe Disabilities; Special Education; State Programs
IDENTIFIERS- *Education for All Handicapped Children Act; *Elementary Secondary Education Act Title I

This study was undertaken in response to Congressional concern about the relationship between two major federal programs: the Chapter 1 Handicapped Program and the Education of the Handicapped Act (EHA). The study found that, although the services handicapped children receive are similar in both programs, they often are more frequent or more intensive in the Chapter 1 program, reflecting the more serious handicapping conditions of the children involved. The Chapter 1 program is administratively similar to EHA, and the procedural safeguards guaranteed to program participants are the same. Administrative problems exist in that neither Chapter 1 legislation nor regulations specifically limit eligibility to the severely handicapped. Use of the program's transfer provision is no longer considered an incentive to deinstitutionalize handicapped children, but does allow states to receive Chapter 1 funds for children transferred to local school districts who would otherwise qualify for the lower EHA funding level. It is recommended that Congress restructure the Chapter 1 Handicapped Program to eliminate funding imbalances and assure that all states focus on severely handicapped children. Congress is also urged to enact legislation merging the Chapter 1 program under the EHA program, while considering a separate funding set-aside for states to use to serve only severely handicapped children. (JDD)

ED 313 522 CE 053 695

Hesse, G. C.
Methodological Issues of Research to DACUM and Curriculum Conference. (Are There Really Differences between the DACUM Method and the Curriculum Conference).
PUB DATE- 29 Nov 89
NOTE- 14p.; Paper presented at the DACUM Invitational Update Seminar (Orlando, FL, November 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Development; Data Interpretation; Job Analysis; *Research Design; *Research Methodology; *Research Problems; Technical Education; *Validity; Vocational Education
IDENTIFIERS- *Curriculum Conferences; *DACUM Process

When comparing the DACUM (Developing a Curriculum) and curriculum conference methods of curriculum development, one finds that the product goals of the two methods differ but the process goals are similar. Both seek to generate information from a select group on which to base curriculum development, but the end product of DACUM is a chart that displays tasks and duties of an occupation and the end product of a curriculum conference is the development of the main characteristics of a curriculum. Both methods use small groups of experts who are selected according to similar criteria that result in subjective selection. Decisions are made by reaching consensus. Documents are the main source of information at the conference but the practice and knowledge of participants are the chief sources of information with the DACUM method. With both methods, it is the leaders who are responsible for implementing the process and producing the final product. Extraneous variables may compromise the internal validity of the research designs used to study the two curriculum methods, including small sample size, nonrandom selection of participants, interaction between selection and the curriculum development method itself, interaction between selection and time, context factors such as whether the participants know one another, the Hawthorne effect, novelty effects, and effects of the leader. Validity of the studies could be helped by, among other things, randomizing the participants and standardizing implementation of the method as much as possible. (CML)

ED 313 548 CE 053 799

Wright, Frances
Workplace Literacy: The Practitioner's Tool Box.
PUB DATE- 3 Nov 89
NOTE- 12p.; Paper presented at the Literacy Volunteers of America Conference (Virginia Beach, VA, November 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Basic Skills; Business Communication; Community Programs; Cooperative Programs; Functional Literacy; *Literacy Education; Readability; *Voluntary Agencies; Writing Skills
IDENTIFIERS- *Pennsylvania (Pittsburgh); *Workplace Literacy

This document explains the Pittsburgh Literacy Initiative (PLI), what role it plays in workplace literacy, what mechanisms it has used, and what has been learned. Section 1 lists the five aspects of the initiative's mission: clearinghouse, screening center, program development, data collection, and literacy promotion. Section 2 describes the organization's efforts, including assessment and referral at work sites, tutoring, analyzing readability, collaborating with the Job Corps, assessing the literacy of welfare recipients, providing literacy and basic skills training at a prerelease rehabilitation program, and developing a job-specific writing skill curriculum for use in adult basic education programs that focus on job training. Seven basic tasks for providers of workplace literacy programs are listed: understand business and union culture and language; develop and market programs that can be provided even though they will not solve all problems; decide who pays for services, especially with volunteer organizations that have a core of professional staff; develop commonly accepted measures to identify and determine competencies; balance employers' frequent goal to evaluate return on this investment with concerns for confidentiality and the use of assessment measures as criteria for layoff and nonpromotion; and market literacy services in the professional manner businesses expect. Next are listed challenges and associated opportunities regarding providing workplace literacy services. The document concludes with promotional information about United Way and the PLI. (CML)

ED 313 562 CE 053 843

Survey of Massachusetts High School Students. Program Enrollment Decisions, High School Experiences, Career Plans and Post High School Plans, and Opinions about Vocational-Technical Education.

Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.

PUB DATE- Nov 89
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; *Academic Education; Career Choice; *Educational Attitudes; *Enrollment Influences; General Education; High Schools; *High School Students; Occupational Aspiration; Participant Satisfaction; Program Attitudes; Student Attitudes; Technical Education; *Vocational Education
IDENTIFIERS- *Massachusetts

A survey of Massachusetts high school students in March 1989 compared and contrasted vocational-technical high school students with other high school students (college preparatory and general studies) in four major areas: decision to enroll in vocational-technical or in other programs, high school experiences, post-high school plans and career plans, and opinions about vocational-technical education. The written survey was administered in class to more than 2,000 vocational-technical and 1,500 college preparatory or general studies 10th- and 12th-grade students in 41 schools. Among the findings were the following: (1) vocational students were much more likely to have had opposition to their choice to enroll in a vocational program than either college preparatory or general studies students; (2) most students, especially vocational students, rated guidance services poorly; (3) general studies students were more likely to think that high school experiences were better than they had thought they would be; (4) most college preparatory students planned to attend a four-year college after high school, general students planned to go to a two-year college, and vocational students planned to work full time; and (5) most students either held negative attitudes toward vocational education or thought other people did. (KC)

ED 313 576   CE 053 863

Dislocated Workers. Labor-Management Committees Enhance Reemployment Assistance. Report to the Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-3

PUB DATE- Nov 89

NOTE- 87p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Dislocated Workers; Job Layoff; Job Search Methods; Labor Economics; *Outplacement Services (Employment); Participative Decision Making; Reduction in Force; Retraining; Skill Obsolescence; *Structural Unemployment; Unions

IDENTIFIERS- Canada; Economic Dislocation Worker Adjust Assist Act 1988; Idaho; *Labor Management Cooperation; Michigan; New Jersey; *Plant Shutdown; Vermont

A study examined the Canadian-American Plant Closing Demonstration Project (CAPCDP) to assess the influence of the labor-management approach on factors critical to project success and to identify practices that enabled the labor-management committees set up under the project to work better. CAPCDPs in Idaho, Michigan, New Jersey, and Vermont were studied by the following methods: (1) on-site examination of project planning and implementation documents; (2) interviews with state officials, labor-management committee members, and local service-provider staff; and (3) information on dislocated workers obtained through Title III of the Job Training Partnership Act and Employment Service records, unemployment insurance records, service-provider attendance lists, and labor-management committee documents. The findings indicated that labor-management committees enhanced the ability of the four dislocated worker projects to help workers cope with job loss and find employment. The committees played a key role in the following four elements critical to the success of such projects: (1) tailoring assistance strategies to meet worker needs through their involvement in project planning, oversight of worker progress, and direct assistance to individual workers; (2) facilitating early intervention by informing workers of their reemployment assistance options before layoff; (3) coordinating project activities by serving as a focal point for planning and monitoring service delivery and providing a communication link between workers and service providers; and (4) supporting and encouraging worker adjustment efforts by establishing on-site assistance centers, maintaining personal contact with workers, and sponsoring other supportive activities. The extent of committee contribution appeared linked to strong state leadership, the committee's composition, and sustained involvement after layoff. (35 references.) (CML)

ED 313 603 CG 022 121

Johnson, Mark C.; And Others

Vietnamese Amerasians: An Annotated Bibliography.

PUB DATE- Aug 88

NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adjustment (to Environment); Annotated Bibliographies; *Asian Americans; *Coping; Immigrants; Land Settlement; Refugees; Relocation; *Vietnamese People

This annotated bibliography on Vietnamese Amerasians includes primary and secondary sources as well as reviews of three documentary films. Sources were selected in order to provide an overview of the historical and political context of Amerasian resettlement and a review of the scant available research on coping and adaptation with this population. The literature search conducted to create this bibliography focused on the time frame from January 1962 through October 1989. While a few references, particularly those pertaining to legislation, include Amerasians of ethnic backgrounds other than Vietnamese, the search focused primarily on Vietnamese Amerasians. The search drew from the following sources: Psychological Abstracts, Sociological Abstracts, Public Affairs Information Service, Dissertation Abstracts Magazine Index, National Newspapers Index, ERIC, and Medline. The bibliography is intended to be useful to resettlement professionals and caseworkers who are assisting Vietnamese Amerasians on a daily basis, as well as to clinicians and researchers whose work with refugee youth include this population. The review underscores the need for careful, longitudinal work focusing on educational, vocational, and emotional needs of this population. Citations for 34 articles and 3 films are included. (Author/NB)

ED 313 617 CG 022 140

Turner, Castellano B.; And Others

A Social-Role Analysis of Psychotherapists' Gender Stereotypes for Young, Middle-Aged, and Old Men and Women.

PUB DATE- Nov 89

NOTE- 18p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Age Differences; Middle Aged Adults; Older Adults; Professional Associations; *Psychotherapy; *Role Perception; *Sex Differences; *Sex Stereotypes; Therapists; Young Adults

This study combined data from two random, representative samples of national organizations of psychotherapists to assess the plausibility of predictions derived from a social role model regarding gender stereotypes for women and men of different ages. Broverman's Sex-Role Stereotype Questionnaire (SRSQ) was completed by 322 clinical members of the American Association for Marriage and Family Therapy (AAMFT) and 554 psychotherapists listed in the current "National Register of Health Service Providers in Psychology" (NR). Results were analyzed for therapists who rated race-unspecified male or female targets in their late 20's, late 40's, and late 60's (N=412, AAMFT n=203, NR n=209). The findings revealed that young women and young and middle-aged men were perceived as significantly more achievement-oriented than were the old of either gender. Therapists perceived middle-aged targets as more controlled and well-socialized than adults in their late 20's. Young and middle-aged targets were perceived as more self-assured than the old. Therapists of both genders viewed women as more expressive- nurturant than men, but female therapists perceived male targets as much less expressive-nurturant than did male therapists. The outstanding finding in the study was that age of target differences appeared on three of the four gender stereotype measures, and in a pattern that generally supported predictions derived from a social role analysis of stereotype derivation. (NB)

ED 313 631 CG 022 154

Kalodner, Cynthia R.; And Others

The Effects of Behavioral and Cognitive-Behavioral Treatments on Eating Self-Efficacy.

PUB DATE- Nov 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Advancement of Behavioral Therapy (23rd, Washington, DC, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; *Body Weight; *Cognitive Restructuring; *Counseling Effectiveness; *Eating Habits; Obesity; *Self Efficacy

Self-efficacy theory proposes that beliefs about behavior are important variables to consider in the study of behavior change. The belief that an individual is capable of executing behavior and that the execution of such behavior will result in the desired outcome must be present for behavioral and psychological change to occur. This theory may have useful implications for the behavioral or cognitive-behavioral treatment of obesity. Sixty women and nine men participated in a weight-control program. Subjects were randomly assigned to behaviorally oriented intervention conditions which either did or did not contain a cognitive component. The hypothesis that greater changes in eating self-efficacy would be evident in the intervention conditions which contained a cognitive intervention component was not supported, although the pattern of the means was indicative of an increased effect in the cognitive groups. The hypothesis that there would be a significant relationship between weight loss and eating self-efficacy was supported; stronger evidence was derived from number of pounds lost than from a weight reduction quotient. Eating self-efficacy was significantly positively correlated with measures of hopelessness, motivation, stimulus control, and negative thoughts about weight and was negatively correlated with behavioral techniques. (Author/ABL)

ED 313 703 CS 212 104

Washington, Gene
The Self-Referring Text: Strategies and Intentions.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Models; *Rhetoric; *Text Structure; *Writing (Composition); Writing Research
IDENTIFIERS- Rhetorical Devices; Rhetorical Strategies; *Self Reference (Language); *Text Factors; Writing Strategies

This paper discusses self-reference in the text, in order to examine its rhetorical intentions, and the writing strategies it offers an author. Following a brief introduction, the first section deals with definitions, and classifies self-reference "markers." The second section discusses intentions and self-reference, while the third section deals with the persona and model reader. Self-reference and text-segmentation are the focus of the fourth section, while the fifth section discusses text-graphics and self-reference. The sixth section deals with self-reference and text-replication, while the seventh section discusses self-reference as metacognition and includes students' self-exercises. Modeling aspects of self-reference is the topic of the eighth section. Eight figures and 25 notes are included. (SR)

ED 313 720 CS 506 792

Schleuder, Joan; And Others

Inside the Agenda-Setting Process: How Political Advertising and TV News Prime Viewers Think about Issues and Candidates.

PUB DATE- Aug 89
NOTE- 52p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Agenda Setting; *Association (Psychology); Audience Analysis; Long Term Memory; *Mass Media Effects; Media Research; *Political Influences; *Presidential Campaigns (United States)
IDENTIFIERS- Bush (George); Dukakis (Michael); Issue Salience; Political Advertising; Political Rhetoric; *Priming Effects

A study of the agenda-setting influence of the mass media on adult viewers explored (in a series of five experiments) how political knowledge stored in long term memory can be activated by the media, leading to decisions about issue salience. Spreading activation theory formed the basis for the study, and priming--the concept that the activation of one thought causes activation of associated thoughts--was the method used to study the structure of memory. One hundred seventy-six participants (all from Travis County, Texas) were asked to view news stories and advertisements about 1988 presidential candidates George Bush and Michael Dukakis and about the issues of leadership and the economy. Findings included: (1) when the message content was held constant, the form of the message made no difference in either salience or knowledge scores; and (2) activation of memory favored pathways between knowledge nodes rather than between salience nodes. (An appendix listing the indexes used in the study, 39 references, three tables of data, and 12 figures are attached.) (MHC)

ED 313 736 CS 506 938

Smitter, Roger

The Limited Future of the Ethos-Centered Evangelistic Crusade.

PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989). Occasional faint type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Clergy; Communication Skills; Credibility; *Cultural Influences; Discourse Analysis; Mass Media Role; *Persuasive Discourse; Popular Culture; Protestants; Religion; Religious Organizations; *Speech Communication; *Television
IDENTIFIERS- *Graham (Billy); *Religious Broadcasting; Religious Movements; Televangelism

This paper examines the ethos-centered crusade in which the evangelist, not a doctrine or a political/social issue, becomes the reason the audience attends to the message. The paper analyses how the Billy Graham crusades fit this definition--the fame of the evangelist extends beyond any individual crusade, the message preached by the evangelist becomes the highlight of each meeting, and the evangelist's credibility provides the dominant persuasive force. The paper also argues that the emergence of the Billy Graham campaign coincided with a unique set of events which shaped his communication style and suggests that it is unlikely that another evangelist will arise to continue the Graham style of the ethos-centered crusade because of new channels of communication and more specialized audiences. (Sixteen references are attached.) (KEH)

ED 313 752 CS 506 963

Hoover, Judith D.

Race, Sex, Section: Reflection or Distortion?

PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; Females; Fiction; Literary Criticism; Literary Styles; Popular Culture; *Racial Bias; *Racial Relations; Regional Attitudes; Rhetorical Invention; *Sex Bias; *Social History; *Twentieth Century Literature
IDENTIFIERS- *Cobb (Irvin S); Fisher (Walter); *United States (South)

Part of a larger rhetorical biography, this essay examines several of the narratives of the southern writer and humorist, Irvin S. Cobb (1876-1944), to understand the unhappy "ordinary experience" of Southern racism and sexism. Following a biographical introduction, the first section discusses Cobb's narratives, while the second deals with Cobb's narrative Blacks. The third section discusses Cobb's narrative women. In the fourth section, Walter Fisher's concept of "narrative rationality" is applied in a critical analysis of Cobb's works. Sixty-nine notes are included. (SR)

ED 313 766 CS 507 003

Williams, David E.

Modified Group Debate in Introductory Classes.

PUB DATE- 5 Nov 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (74th, New Orleans, LA, November 3-6, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Communication Skills; *Debate; *Debate Format; Higher Education; Instructional Materials; Persuasive Discourse; Public Speaking; *Speech Instruction; *Teacher Developed Materials

This classroom exercise presents a scaled-down version of traditional debate for students enrolled in introductory public speaking or small group communication courses at the university level. The exercise project involves two weeks, the first week for preparation and the second week for conducting in-class debates, and is presented in a competitive format to increase student interest in participation. Description of daily classroom procedures is included in the exercise, and a handout outlining team organization, speaker duties, debate schedules, team and individual grading is attached. The exercise helps students develop communication skills in the six areas of argument construction, argument anticipation, listening, impromptu speaking, research and group work. (KEH)

ED 313 781 EA 021 446

Keedy, John L.; And Others
School-College Collaboration for School Improvement: A Case Study.

PUB DATE- Nov 89
NOTE- 22p.; Paper prepared for the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 12-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Case Studies; *College School Cooperation; *Cooperative Programs; Educational Development; Educational Improvement; Educational Quality; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Professors; School Districts; Teacher Administrator Relationship; *Teacher Attitudes
IDENTIFIERS- *Carroll County School District GA; *West Georgia College

A case study in which an institute of higher education (West Georgia College) and a school district (Carroll County Schools, Georgia) collaborated on a two-year school improvement project is described. Five roles/perspectives--those of the college professor, superintendent, central office, principal, and teacher--are used to describe the three interrelated processes of collaboration, teacher change, and school improvement. A teacher collegial group project (TCG) was piloted at Temple Elementary School. The project was so successful that five high schools were invited to join the TCG program. The program continued to expand. Described are the participant perspectives in the following areas: (1) varying collaborative roles of the professor; (2) superintendents as collaborator/supporter; (3) director of secondary education as collaborator with institute of higher education (IHE), principals, and TCG facilitators; (4) principal as collaborator with the IHE and teachers; and (5) teacher collegial groups from the teacher's perspective. The meeting format and the Procedure are appended. (21 references) (SI)

ED 313 837 EC 221 703

Braden, Jeffery P.
Deafness as a Natural Experiment: A Meta-Analytic Review of IQ Research.
PUB DATE- Jul 89
NOTE- 20p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume I.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliometrics; *Deafness; *Environmental Influences; Genetics; *Hearing Impairments; *Intelligence Quotient; Intelligence Tests; Meta Analysis; *Nonverbal Ability; Performance; Trend Analysis; *Verbal Ability

The literature describing deaf persons' intelligence was subjected to a quantitative and qualitative review in this analysis of 85 studies containing independent samples of 43,177 deaf subjects. First, bibliometric analyses were conducted to define the scope, dissemination, and trajectory of the research investigating deafness and Intelligence Quotient (IQ). Second, meta-analytic techniques were applied to the results of studies captured in the review. Bibliometric results showed that the field experienced steady but slow growth over time, yet the field remains isolated, disconnected, and nonexperimental in nature. Meta-analytic results showed deaf persons' nonverbal abilities were in the average range, but the type of tests affected IQs. Performance tests yielded slightly higher IQs than other nonverbal tests, and both yielded higher IQs than verbal tests. Genetically deaf persons had above-average IQs in contrast to the average IQs of nongenetically deaf persons or normal-hearing peers. It is concluded that environmental disadvantage clearly inhibits development of verbal intelligence and that nonverbal abilities are not affected by the environmental disadvantages experienced by deaf persons. It is proposed that deafness as a natural experiment might be better understood as a "disadvantaged minority" experiment, rather than a "language deprivation" experiment. (Author/JDD)

ED 313 853 EC 221 719

Kratovil, Jane; And Others
Achieving Equity in Education Programs for Disabled Women and Girls. A Model Workshop Manual.
Council of Chief State School Officers, Washington, DC. Resource Center on Educational Equity.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- 86
NOTE- 111p.; Occasional filled-in type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Change; Demonstration Programs; *Disabilities; *Equal Education; *Females; Inservice Education; Knowledge Level; Learning Activities; Program Development; Program Implementation;

*Sex Bias; *Special Education; *Workshops

The model workshop manual is intended for use with state and local special education and sex equity staff. The manual contains a model workshop format, information on problems faced by disabled students, and suggested workshop activities. A sample workshop agenda, accompanying materials and resources developed, compiled, and field-tested at two regional workshops, and descriptions of mini-workshops are included. Step-by-step instructions for planning a workshop as well as a list of materials useful for its implementation are also given. The first section is on planning the event and covers identification of participants' needs, determination of goals and objectives, logistics, resources, and workshop evaluation. Most of the manual consists of the activities sequence including a self-assessment of knowledge and beliefs concerning persons with disabilities; a panel discussion to present facts about disabled females and males, legal aspects, the impact of bias, and a review of the literature; a small group discussion on the state and local perspective; and concurrent workshops on the following topics: achieving nonbiased behavior in the classroom, disabled women in transition, disabled women and role models, creating an inclusionary environment. Finally, a discussion focuses on on-the-job strategies for change. Also included are a list of resources for display and an evaluation form. (DB)

ED 313 880 EC 222 001

Runbeck, Robyn Goddard
Developing a Core Curriculum and Parent Education Component in a Preschool Special Education Program.
PUB DATE- 31 May 89
NOTE- 227p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; *Curriculum Guides; *Developmental Disabilities; *Parent Education; Preschool Education; *Student Evaluation

This practicum attempted to create a comprehensive developmental curriculum to be used in a non-categorical program serving developmentally delayed preschool-aged children. A second goal was to develop a parent education component that would provide parents with information and tools necessary to be active and competent partners in their child's education. In response to staff needs, a developmental guide was created to be used in selecting curricular objectives while still allowing for flexibility in choice of activities based on the needs of the individual children. An evaluation component was also built into the program. Results indicated that the guide was too long and unwieldy for daily use in selecting educational objectives, but was very useful in diagnosing student strengths and weaknesses, measuring progress throughout the school year, and identifying areas needing more emphasis in everyday classroom activities. Follow-up surveys found a high degree of satisfaction with parent-teacher communication among parents. Evaluation of overall effectiveness suggests that this service delivery model is most beneficial for students whose primary handicapping condition is speech/language, that staff competence using incidental teaching techniques is an important determinant of program effectiveness, and that time management and classroom structure contribute greatly to the success of any early intervention program. Almost half the document consists of the following appendixes: "Philosophy of Education," "Original Developmental Guide Organized by Skill Areas," "Initial Parent Survey and Inservice Survey," "Incidental Teaching Techniques," "Revised Developmental Guide Organized by Chronological Age," "Student Data Sheets," "Monthly Newsletters," "Parent Inservices--Content and Flyers," "Parent Inservice Survey Results," and "Summary." Approximately 70 references are provided. (Author/PB)

ED 313 893 FL 017 140

Samu, Samu M.
Chichewa Language Manual. Peace Corps Malawi.
Peace Corps, Washington, D.C.
PUB DATE- Sep 85
NOTE- 140p.; Legibility poor; pages 81 and 89 missing.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *African Languages; *Conversational Language Courses; Daily Living Skills; Dialogs (Language); Foreign Countries; Form Classes (Languages); *Grammar; Independent Study; Instructional Materials; *Interpersonal Communication; Proverbs; Second Language Instruction; Second Language Learning; Songs; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- *Chichewa; Malawi; *Peace Corps

This Peace Corps guide to individual, independent, or group study of Chichewa provides basic conversational vocabulary and phrases necessary for Peace Corps volunteer survival skills in Malawi. The 20 lessons consist of dialogues, vocabulary, and exercises on these topics: greetings; self-introduction; discussing others; relatives; professions; asking and telling directions; traveling; using the bus; requests, apologies, and gratitude; telling time; counting; days, weeks, months, and years; weather; at home and in the village; household chores; identification of objects and domestic animals; at the market; locatives and possessives; parts of the body; at the hospital; entertainment; clothes and colors; hiring help; and expressing feelings. Appended materials include additional helpful grammatical information, useful vocabulary, a summary of verb forms and tenses, health-related dialogues and vocabulary, proverbs, and songs to assist in language training. (MSE)

ED 313 510 CE 053 591

The HSRC/NTB Investigation into Skills Training in the RSA. HSRC Education Research Programme No. 14.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0747-1
PUB DATE- 89
NOTE- 481p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Adult Vocational Education; *Agricultural Education; Foreign Countries; *Industrial Training; Job Skills; *Job Training; *Labor Force Development; Skill Development; Small Businesses
IDENTIFIERS- *South Africa

This document reports a study designed to identify the factors that facilitate or impede training in South Africa, based on data collected in interviews and by a questionnaire mailed to 4,500 employers (from whom 659 usable responses were received). The study was conducted by the Human Sciences Research Council/National Training Board (HSRC/NIB). Chapter 1 describes the study's background and methodology. Chapter 2 examines the role of the state in the development of skills training, covering the development of labor legislation from 1850. Chapter 3 reports seven factors influencing skills training in agriculture, forestry, and fishing. Chapter 4 classifies the various industrial sectors, reports on their contributions to the gross national product, and describes trends regarding training in these sectors. Chapter 5 describes how unemployed persons and others seeking jobs are trained. Chapter 6 examines the training needs of small businesses. Chapter 7 reports on factors that facilitate or inhibit skills training. Chapter 8 considers the costs, benefits, and financing of skills training. Chapter 9 examines research into the structures for skills training, noting that the research covered three areas, namely: (1) the philosophy underlying the necessity for structures for optimizing training; (2) a comparative study of structures in other countries; and (3) an analysis of the present structures and their influence on skills in South Africa. Finally, chapter 10 offers recommendations based on the research. Six appendices contain training matrices, a list of rebate courses, a field worker's manual for small enterprises, a copy of the initial questionnaire sent to employers, a questionnaire on the structures for skills training, and International Labour Organisation Recommendation No. 150 concerning vocational guidance and training in the development of human resources. (CML)

ED 313 536 CE 053 737

Grover, Jane; Mrowicki, Linda

Vocational English Language Training Resource Package.

Research Management Corp., Falls Church, VA.
SPONS. AGENCY- Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- Jul 85
NOTE- 450p.
CONTRACT- SSA-600-84-0165
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acculturation; Adult Vocational Education; Educational Resources; Foreign Workers; *Immigrants; *Limited English Speaking; *Refugees; *Second Language Instruction; *Vocational English (Second Language)

This document is intended to help service providers and state staff design, implement, and evaluate vocational English language training (VELT) programs for refugees who are not proficient in English. Section 1 is a user's guide that explains why VELT programs exist, states VELT assumptions, lists the benefits of VELT programs, and describes in detail the rest of the document. Section 2 provides information on the key components of VELT programs, steps in planning and implementing a VELT program, and VELT program costs. Section 3 describes three types of VELT: general, cluster, and occupation-specific. Section 4 offers decision trees that help in choosing one of the types of VELT described earlier. Appendix A contains 148 pages of information on resource programs and people who can provide assistance to VELT practitioners, administrators, and funding agencies. Each program listing identifies type of VELT, program name, address, phone number, contact person, history and goals, employment and training areas, organization, program and student support services, staff development activities, materials developed, instructional program, and networking and linkage. Each resource person listing provides a resume of VELT-related experience. Appendix B lists 57 pages of information on locally produced VELT materials that are noncommercial but available to other VELT professionals. The materials are categorized as either instruction, management and support, or bibliography. Appendix C contains information about the development of the document. Appendix D is a glossary of VELT-related terms. (CML)

ED 313 589 CE 053 915

Apling, Richard N.
Vocational Education: The Basic State Grant Formula of the Carl D. Perkins Vocational Education Act. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-515-EPW
PUB DATE- 14 Sep 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); *Educational Legislation; Educational Policy; *Equalization Aid; Government School Relationship; Grants; *Resource Allocation; *State Federal Aid; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

The current basic grant formula of the Carl D. Perkins Vocational Education Act has the following components: distribution of funds is based primarily on state population, but allocations are adjusted to compensate those states with younger populations, to compensate states with fewer resources, and to ensure that no state receives less than a minimum grant. Analyses of federal appropriations showed that the influence of these individual adjustments is relatively small for most states but can be substantial for a few states. For example, the minimum grant provisions sometimes markedly increase the grants of a few sparsely populated states while slightly decreasing grants for all other states. The Applied Technology Education Amendments of 1989, passed by the House of Representatives as House Resolution 7, has a basic grant formula that is similar to the Perkins Act's except that it contains additional provisions for minimum and maximum payments to states and specifies that no state would receive less than its FY 1989 grant. Under the Perkins Act, states have considerable flexibility in their distribution of basic grants. Partly because of findings by the General Accounting Office that some state distributions may favor wealthier communities over poorer ones, House Resolution 7 requires that 70 percent of funds for school districts and postsecondary institutions be distributed based on poverty, 20 percent be based on number of handicapped students, and 10 percent be based on enrollment. The data needed to estimate the effects of these proposed formulas are not available at the federal level. (CML)

ED 313 659 CS 009 850

Freppon, Penny A.

Children's Concepts of the Nature and Purpose of Reading in Different Instructional Settings.

PUB DATE- Apr 89

NOTE- 29p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (8th, Charleston, SC, April 6-8, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Reading; Comparative Analysis; Grade 1; Graphemes; Metacognition; Oral Reading; Phoneme Grapheme Correspondence; Phonics; Primary Education; Reading Ability; *Reading Instruction; *Reading Programs; Reading Research; *Reading Skills; Reading Strategies

IDENTIFIERS- Whole Lanugage Approach

A study was conducted to shed light on the influence which children's developmental stage in learning to read and the reading instruction they receive have on first-graders' reading concepts. The study provided descriptive information to answer the following questions: (1) Do children from literature-based and skill-based instructional settings differ in their concepts of reading? (2) If the children do differ in their concepts of reading, to what extent and in what ways do they differ? Twenty-four white, first-grade children (average readers) participated in the study. The study utilized a range of instruments including structured interviews, Altered Passages, and Running Record Analysis. Findings indicated that both development in the stage of learning to read and type of instruction play a role in beginning readers' concepts. Similarities in the two groups indicated that the influence of development in learning to read cuts across instructional contexts. The results also indicated that these beginning readers attended to and successfully used graphophonic relationships in print whether or not their reading instruction focused on traditional, systematic teaching of phonic skills. Results revealed that metacognitive differences between the literature-based and skill-based students varied according to instruction--the breadth of metacognitive understanding was much greater for the literature-instructed students. Findings support the claim that instruction makes a difference in students' reading schemata. (One figure and four tables of data are included and 46 references are attached.) (MG)

ED 313 673 CS 009 866

Liebling, Cheryl Rappaport
Insight into Literature: Learning To Interpret Inside View and Character Plans in Fiction. Technical Report No. 486.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., **Urbana. Center for the Study of Reading.**
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 35p.; For pilot study, see ED 304 679.
CONTRACT- G0087-C1001-89
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Basal Reading; Childrens Literature; *Fiction; Grade 3; *Instructional Effectiveness; Literary Devices; Primary Education; Reader Text Relationship; Reading Research; *Teaching Methods
IDENTIFIERS- Aesthetic Reading; Blume (Judy); Instructional Analysis; Text Factors

A study was conducted to explore the ways in which instructional method and text quality influence the young reader's interpretation of inside view and character plans in fiction. Thirty-six third graders from a northeastern, suburban, public elementary school served as subjects. Twelve children were selected randomly from students rated as strong, average, and weak. Treatment conditions were randomly assigned to the groups: no instruction/original text (control); no instruction/basal text (control); "Insight into Literature"/original text; "Insight into Literature"/basal text; traditional instruction/original text; and traditional instruction/basal text. The original version of "Freckle Juice" and an adaptation of the story appearing in a basal reading series served as the text for the experimental investigation. Results of the quantitative analysis suggest that both instructional method and text quality influence the young reader's interpretation of inside view and character plans in fiction. The combination of original, unadapted texts and sociocognitive instructional methods that emphasize literary content shows promise as an alternative instructional context for reading during the elementary school years. The research suggests that young readers are capable of weaving an interpretation of literary form and content and a spontaneous storyretelling. Whether students will be successful in extending their recreations of stories through interpretation may depend upon their participation in instructional contexts that emphasize literary features. (Fifty-four references are attached.) (MG)

ED 313 689 CS 009 882

Rasinski, Timothy V.
The Effects of Cued Phrase Boundaries on Reading Performance: A Review.
PUB DATE- 90
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Cues; Literature Reviews; Meta Analysis; Prompting; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Processes; Reading Research; Reading Strategies
IDENTIFIERS- *Phrase Reading; Segmented Print (Reading); Text Factors

As in processing oral speech, proficient reading involves "chunking" written texts into meaningful phrase units. Unlike oral speech, however, cues for segmenting the written text at the proper points are not clearly marked in the text. One method for helping readers identify and use phrase boundaries is to mark such boundaries in the text. A study reviewed research conducted over the past four decades that has attempted to facilitate subjects' reading by providing marked cues to phrase boundaries. Although as a whole the research is not conclusive as to the efficacy of phrase-cued texts in aiding comprehension, it shows promise for helping improve the reading performance of at least certain types of readers, particularly for younger, poorer, and hearing-impaired readers. Phrase-cued texts seem to be facilitative for readers who have yet to achieve maturity in syntactic sensitivity. However, a level of competency in word recognition may be necessary before phrased texts can be effective. Issues to be explored in future research include topics such as points of transfer to and maintenance of facilitation on conventional texts. (One table of data is included and 73 references are attached.) (SR)

ED 313 796 EA 021 478

School Lunch Program: Buy American Procedures at Schools with Cash or Credit in Lieu of Food. Report to Congressional Requesters.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-89-183
PUB DATE- Aug 89
NOTE- 23p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies, $2.00 each prepaid by cash or by check or money order made out to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Food Standards; Government Publications; *Lunch Programs; *Nutrition; Public Schools; School Activities; *School Districts
IDENTIFIERS- *Commodity Distribution Program; *Special Supplemen Food Program Women Infants Child

This report examines the Buy American provision of the Commodity Distribution Reform Act and the Special Supplemental Food Program for Women, Infants, and Children Amendments of 1987. In particular, compliance by school districts participating in the National School Lunch Program under the cash payment and commodity letters of credit systems is discussed. Results indicate that the Food and Nutrition Service and two of the three states visited have implemented the Buy American requirements, but only limited monitoring to determine compliance has taken place. Following an extensive letter disclosing general results of the study, Appendices II, III, and IV provide more specific information on the implementation and monitoring actions taken by the service's headquarters and regions as well as the three states and four school districts visited. (SI)

ED 313 823 EC 221 339

Maxson, Christie; Gray, Norma, Ed.
Profiles: Instruments and Procedures for Assessing Infants and Toddlers.
Region III Child Development Services, Huntington, WV.
SPONS. AGENCY- West Virginia State Dept. of Health, Charleston.
PUB DATE- 31 Mar 89
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Diagnostic Tests; *Disabilities; *Evaluation Methods; Family Status; Handicap Identification; *Infants; Interdisciplinary Approach; Preschool Education; Program Evaluation; *Screening Tests; Test Selection; *Toddlers

This collection of 66 assessment instrument profiles was compiled to address the issue of multidisciplinary evaluation of infants and toddlers, aged birth through 2 years, and the identification of family needs. Six categories of instruments are included: (1) developmental screening, (2) developmental tests, (3) specific screening, (4) specific diagnostic, (5) parent questionnaires, and (6) program evaluations. Categories 1 through 4 deal with the direct assessment of the child, while categories 5 and 6 deal with the identification of family needs and family satisfaction with program services. Each profile contains the name of the instrument, author/s, age range assessed, type of instrument, publisher, purpose, developmental domains assessed, number of test items per domain, administration requirements, scoring methods, administration time required, standardization, and cost. An introductory section explains how to select an assessment approach and provides definitions of terms. (JDD)

Older Americans in the Workforce: Challenges and Solutions. A BNA Special Report.

Bureau of National Affairs, Inc., Washington, D.C.

REPORT NO.- ISBN-0-87179-900-6
PUB DATE- 8 Jul 87
NOTE- 238p.
AVAILABLE FROM- Bureau of National Affairs, Inc., 1231 25th Street, #6005, Washington, DC 20037 (Order No. BSP61: $75.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Age Discrimination; Dislocated Workers; Early Retirement; Employer Attitudes; *Employment Practices; Federal Legislation; Futures (of Society); Health Care Costs; Labor Force Development; *Labor Market; Labor Needs; Medical Services; *Older Adults; Personnel Policy; Policy Formation; Preretirement Education; Public Policy; Reentry Workers; *Retirement; *Retirement Benefits; Retraining
IDENTIFIERS- Age Discrimination in Employment Act 1967; *Older Workers

This report examines how the aging of the population of the United States will affect the workplace, and how employers, government, and the older employees themselves will adapt to this societal aging. The report covers issues surrounding the aging of the work force and uses case studies to illustrate how some companies and organizations are dealing with the issues. The report is divided into 17 sections as follows: (1) introduction; (2) report highlights; (3) statistical background; (4) summaries of major reports, studies, and surveys on such issues as health care costs and personnel practices; (5) preretirement planning programs; (6) early retirement options; (7) training and retraining; (8) flexible work arrangements for older workers; (9) rehiring arrangements for companies who hire back employees who have retired; (10) issues surrounding the growing numbers of age discrimination cases; (11) health care cost containment strategies; (12) corporate policies to accommodate physically limited older workers; (13) dependent care for older persons; (14) an annotated resource guide of federal, national, and regional agencies and organizations; and (15) an appendix containing the text of the Age Discrimination in Employment Act, including the 1986 amendments; (16) a 25-item bibliography; and (17) an index. (KC)

ED 313 604 CG 022 122

Felsman, J. Kirk.; And Others

Vietnamese Amerasians: Practical Implications of Current Research.

PUB DATE- Dec 89
NOTE- 76p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, Ga, August 12-16, 1988).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); *Adolescents; *Asian Americans; Coping; Cross Cultural Studies; Immigrants; *Land Settlement; *Mental Health; Refugees; Relocation; Research; *Vietnamese People

This study was conducted to examine the experiences of Amerasians from Vietnam who resettled in the United States and to explore coping and adaptation among Vietnamese Amerasians over time. The initial data collection phase involved in-camp assessment of a randomly selected sample of Amerasian adolescents (N=259). The assessment is to be repeated post-resettlement in the United States and will serve as a baseline for all future comparisons. Subjects were administered a personal information form, the Coopersmith Self-Esteem Inventory, the Test of Non-Verbal Intelligence, and four mental health measures: General Health Questionnaire, Hopkins Symptom Checklist-25, Vietnamese Depression Scale, and Center for Epidemiologic Studies Depression Scale. The findings were consistent with earlier research reports than Amerasians do experience high levels of general psychological distress. Compared to same age Vietnamese refugee peers, Amerasians' fewer years of formal education and lower levels of both native and English language literacy were significant. The most prominent finding from the data was the high level of distress for Amerasian females. The findings revealed significant diversity in the Amerasian population. Consideration of the strengths, vulnerabilities, and needs of the family constellation as a whole, rather than of the individual Amerasian alone, is indicated. (NB)

ED 313 646 CG 022 170

Lex, Barbara W.
Gender Differences in Alcohol and Polysubstance Users.
PUB DATE- Aug 89
NOTE- 49p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Drug Abuse; *Epidemiology; Research; *Research Needs; *Sex Differences; *Substance Abuse

This paper selectively reviews current knowledge about the effects of alcohol, cocaine, and marijuana. Highlights of the review include findings that: (1) gender differences in alcohol and polysubstance users are reflected in epidemiological, biobehavioral, and neuroendocrine factors; (2) women and men exhibit different patterns of alcohol consumption, and also differently absorb and metabolize alcohol; (3) onset of dependence in women appears truncated, and women and men experience different social consequences; (4) gender differences also occur in cocaine and in marijuana users; (5) women who use cocaine are more likely to experience depressive symptoms, and women who smoke marijuana are less likely to accelerate smoking rates; and (6) accumulating evidence points to some contribution of family history of alcoholism to polysubstance use, and all substances have deleterious effects on the reproductive system. Six areas for future research are suggested. These focus on researching effects of substances on the neuroendocrine system; individuals presenting for treatment with dual diagnoses; the need to analyze broad factors influencing substance use; changing patterns of substance abuse; and primary prevention. Seven tables and a bibliography of 63 references are included. (Author/ABL)

ED 313 704 CS 212 151

Murray, Joel K.
How To Stop Writing: In Search of Heterotopia.
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiences; Authors; *Creative Writing; Dramatics; *Playwriting; Professional Development
IDENTIFIERS- Author Text Relationship; *Heterotopia; *Playwrights; Utopia; Writing Contexts

A priori criteria are pressing playwrights to be conservative, to unify their total experience so that everything is regimented and predictable, consciously or subconsciously. The danger, joy, and mystery of life is under the aesthetic gun. Do playwrights, and theater practitioners in general, repress and thus betray their inner voices, or do they seek out the frenzy of heterotopia, which may be throbbing to be uncovered? Certainly, playwrights do not choose to write; writing chooses them. However, a writer may dig into a vein of mystery, which fringe theaters at least encourage, but even those theaters are not interested if the playwright is not a member of their inner circle. After receiving many of these types of jabs at a play's form and content, a playwright may know how to stop writing. But Utopia is found within Heterotopia, and playwrights must keep searching for it. The playwright must feel deeply and write. (RS)

ED 313 721 CS 506 794

Pritchard, David; Nemeth, Neil

Political Culture, Policy Liberalism, and Public Records Laws in the American States.

PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Cultural Context; *Disclosure; *Freedom of Information; Public Policy; *State Legislation; State Standards
IDENTIFIERS- Legal Research; *Political Culture; *Public Records

A study evaluated competing explanations for differences in the public records laws of the American states. Data for the study came from a review of the annotated statutes for the 48 contiguous states, summaries of appellate court interpretations, and attorney general opinions about the meaning of the laws' provisions. The laws were examined for the presence or absence of 16 provisions related to broad rights of access to information. Results indicated that there was no direct relationship between political culture and public record laws, but a fairly strong relationship between policy liberalism and public record laws. (One table of data is included; 25 notes, a description of each of the 16 provisions, and an appendix of data are attached.) (RS)

ED 313 737 CS 506 939

Arnold, Christa L.; Fadely, Dean

Sex, Sin, and Swaggart: Conflict-Management through the Rhetoric of Compliance-Gaining Apologia.

PUB DATE- Nov 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Psychology); *Discourse Analysis; *Persuasive Discourse; Public Speaking; Rhetorical Criticism
IDENTIFIERS- Apologies; Conflict Management Style; Persuasive Strategies; Religious Fundamentalism; *Rhetorical Devices; Rhetorical Effectiveness; *Swaggart (Jimmy); Televangelism

Television evangelist Jimmy Swaggart's public speech of apology following revelations of his sexual relationship with a prostitute provides the basis for a study of the rhetorical genres of apologia and compliance-gaining discourse. Apologia is public speech used by prominent persons to repair damage done to their reputations by allegations of negative behavior. Apologia involves denial, bolstering, differentiation, and transcendence. Common tactics are absolution, vindication, explanation, or justification. Compliance-gaining is a self-serving form of verbal persuasion in which the speaker attempts to effect a preconceived response from the audience. Strategies common to compliance-gaining discourse are sanction (a focus on reward and punishment) and need (a focus on altruism or explanation). Evaluation of Jimmy Swaggart's discourse indicated that (1) its purpose went beyond that of religious confession to that of gaining compliance from the audience so that his multimillion dollar ministry could continue; (2) there was evidence of intent to persuade, manage conflict, reduce dissonance, and implement damage control; (3) strategies of compliance-gaining and apologia as manipulative rhetorical tools were applied; and (4) the interrelating elements of apologia and compliance-gaining used by Swaggart constitute a particular sub-genre of rhetoric, namely, compliance-gaining apologia. (MHC)

ED 313 753 CS 506 964

Gardner, Greg H.
First Gentleman of the World: The Eulogistic Rhetoric of Adlai Ewing Stevenson.
PUB DATE- 21 Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Audience Awareness; Discourse Analysis; *Persuasive Discourse; Public Speaking; Rhetorical Criticism; Speeches; United States History
IDENTIFIERS- *Eulogies; Oratory; Rhetorical Strategies; *Stevenson (Adlai II)

A study examined three eulogies offered by Adlai Stevenson upon the deaths of important public figures (Eleanor Roosevelt, John F. Kennedy, and Sir Winston Churchill), in order to determine how each address fulfilled the purposes of this unique rhetorical genre. Each eulogy was examined with the purposes of eulogistic speaking in mind: (1) to express appropriate personal and audience grief; (2) to deepen appreciation and respect for the deceased; and (3) to give the audience strength for the present and inspiration for the future. Findings indicated that Stevenson attempted to fulfill each purpose of eulogistic speaking in each of the eulogies, with certain paragraphs of each eulogy clearly devoted to each of the three purposes. Moreover, Stevenson devoted approximately 80% of his speaking time to the second purpose, with the rest of the time of each eulogy somewhat equally divided between the other two purposes. (Thirty-nine notes are included, and the three eulogies are attached.) (SR)

ED 313 811 EA 021 499

Schools and Quality: An International Report.
Organisation for Economic Cooperation and Development, Paris (France).
REPORT NO.- ISBN-92-64-13254-6
PUB DATE- 89
NOTE- 137p.
AVAILABLE FROM- OECD Publications and Information Centre, 2001 L Street N.W., Suite 700, Washington, DC 20036-4095 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Responsibility; *Compulsory Education; *Core Curriculum; Educational Benefits; *Educational Change; *Educational Quality; Elementary Secondary Education; Human Capital; Outcomes of Education; *School Organization; *Teacher Effectiveness
IDENTIFIERS- *Organisation for Economic Cooperation Development

There is widespread discussion in OECD (Organisation for Economic Cooperation and Development) countries regarding the need to improve educational quality. Education is not an assembly-line process of mechanically increasing inputs and raising productivity. Educational quality concerns raise fundamental questions about societal aims, the nature of participatory decision-making at all levels, and the school's purpose as an institution. Reasons for the current interest in quality encompass reactions to the era of growth in the 1960s and early 1970s; disappointment with recent structural reforms; changing economic imperatives and workplace realities; and a revival of interest in the social value of schooling. This report clarifies the quality issue by addressing four broad, overlapping questions concerned with: (1) aims and objectives; (2) the changing terms of educational debate; (3) quality and equality considerations; and (4) the standards question. Key areas in the pursuit of educational quality include a common core curriculum; issues related to assessment, evaluation, and monitoring; teacher competence and commitment; school organization and scheduling; and physical and financial resources available to schools. Ten characteristics exerting a powerful influence over positive school outcomes are summarized, along with eight critical functions that should be exercised by education authorities. (MLH)

ED 313 838 EC 221 704

Clark, Diane

New Methodologies To Evaluate the Memory Strategies of Deaf Individuals.

PUB DATE- Jul 89
NOTE- 18p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume I.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Tests; Comparative Analysis; *Deafness; Evaluation Problems; *Hearing Impairments; Higher Education; Perceptual Development; *Psychological Evaluation; *Recall (Psychology); *Short Term Memory

Prior studies have often confounded linguistic and perceptual performance when evaluating deaf subjects' skills, a confusion that may be responsible for results indicating lesser recall ability among the deaf. In this series of studies this linguistic/perceptual confound was investigated in both the iconic and short term memory of deaf individuals. Initially iconic memory was investigated using both familiar and unfamiliar stimuli. Results showed that deaf subjects (n=8) did not have deficits in visual perceptual abilities but had deficits in their linguistic skills. Deaf subjects also showed a practice effect with the familiar stimuli, an effect not found among the hearing subjects (n=8). In a serial position recall task deaf subjects were found to have lower levels of recall at all of the serial positions than did hearing subjects. Deaf subjects also did not show a significant recency effect. While results show that deaf and hearing subjects have comparable levels of skill in their visual information processing strategies, it would appear that the two groups use different kinds of input strategies that may not be optimally suited for recall of sequential information. (Author/PB)

Early Intervention for Infants and Toddlers: A Team Effort. ERIC Digest #461.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 461).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperative Planning; *Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; Infants; *Interdisciplinary Approach; Models; Preschool Education; *Teamwork; Toddlers
IDENTIFIERS- Education of the Handicapped Amendments 1986; ERIC Digests; Multidisciplinary Teams; Transdisciplinary Approach

This information sheet summarizes findings from two reports: "Staffing Patterns and Team Models in Infancy Programs" by Jeanette McCollum and Mary-alayne Hughes, and "Early Intervention Team Approaches: The Transdisciplinary Model" by Geneva Woodruff and Mary McGonigel. The digest outlines the provisions of the Education of the Handicapped Amendments of 1986, (Public Law 99-457), the types of children who are eligible for services, and the services which must be made available. It describes the functioning of early intervention teams, which are composed of professionals representing a variety of disciplines: special education; social work; psychology; medicine; child development; and physical, occupational, and speech and language therapy; and which may also include parents. Three service delivery models that structure interaction among team members in different ways are discussed: multidisciplinary teams, interdisciplinary teams, and transdisciplinary teams. (JDD)

ED 313 523 CE 053 705

Franklin, Joan E.; Freeland, D. Kim

Collaborating with McGregor and ASTD.

PUB DATE- Oct 89

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989). For a related paper, see CE 053 706.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrators; Adult Education; *Adult Learning; *Andragogy; *Educational Philosophy; *Employer Employee Relationship; Lifelong Learning; Teaching Methods; Training; *Training Methods

IDENTIFIERS- Principles of Adult Learning Scale; Theory X; *Theory Y

A descriptive study using survey research techniques investigated the degree to which managerial philosophy was related to training and development professionals' acceptance and practice of those adult learning principles that support the collaborative teaching-learning mode. Data were collected from a random sample of 400 members of the American Society for Training and Development (ASTD), with a 31 percent rate of return (124 respondents). The variable of teaching style was measured by the Principles of Adult Learning Scale (PALS). The variable of managerial philosophy was assessed by five multiple choice managerial questions derived from McGregor's (1960) theoretical framework of Theory X and Y assumptions. In general, the respondents were approximately equally distributed by gender, with a model age between 35-44. More than half the respondents had taught for 6-10 years. The most frequently reported organizational size was between 100 and 999 employees, and Theory Y was the most predominately reported management philosophy. A significant difference was detected in the acceptance and practice of collaborative techniques by managerial philosophy. The study concluded that the most effective trainers were persons with a Theory Y-orientation to management as well as 16 or more years experience in teaching adults, much of which was obtained in large organizations (over 20,000 employees). The higher the level of education the trainer has, the more collaborative he/she tends to be. (KC)

ED 313 549 CE 053 800

Brandt, Rose
Manual for Volunteer Literacy Site Managers.
Center for Literacy, Inc., Philadelphia, PA.
SPONS AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; Adult Basic Education; Adult Literacy; Adult Programs; Guidelines; *Literacy Education; *Program Implementation; Publicity; *Tutoring; *Volunteers; *Volunteer Training

This manual is designed to serve as a step-by-step guide for managers of volunteer adult literacy sites. It discusses day-to-day responsibilities, suggests procedures, and provides forms and directions for their use. The guide is organized in four sections. Following information on the guide and background information on literacy education in sections 1 and 2, the guide focuses on the position of manager in section 3. Topics covered include publicity for awareness and recruitment; initial contact; waiting list; interview/orientation/assessment; match/first meeting of volunteer tutors and adult literacy students; support--first month and ongoing; and match termination/rematch/termination. A 30-item bibliography lists books, articles, and tests. (Some information and examples are geared toward Philadelphia, where the program on which the guide is based was conducted.) (KC)

ED 313 577 CE 053 864

Horton, Sally E.
Money Sense for Your Children.
Washington State Univ., Pullman. Cooperative Extension Service.
PUB DATE- Oct 88
NOTE- 26p.; Green type on gray paper.
AVAILABLE FROM- Washington State University Bulletins Office, Cooper Publications Bldg., Pullman, WA 99164-5912 (Order No. HS0001: $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Budgeting; Children; Consumer Education; *Family Financial Resources; Family Income; *Family Influence; *Home Management; *Money Management; *Parents as Teachers

This guide contains six lessons developed to help parents teach their children to handle money wisely. Each lesson consists of a synopsis of the main ideas; key words; information covered in the lesson; self-rating questions for parents; what parents need to know about children in various age groups (preschoolers, 6-9, 9-12, and teenagers); activities for parents and children in each age group; other information; and a preview of the next lesson. The lessons cover the following topics: money management sense; where money comes from; saving and sharing; the spending plan; the pressures of advertising; and questions and answers. (KC)

ED 313 590   CE 053 916

Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0828-4
PUB DATE- 89
NOTE- 321p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancillary School Services; *Bus Transportation; *Driver Education; Elementary Secondary Education; Job Training; *Occupational Tests; *School Buses; State Curriculum Guides; Student Transportation; Traffic Safety; Vocational Education
IDENTIFIERS- *Bus Drivers; *California

Intended to help produce safe, competent California school bus drivers, this document contains instructor's materials for a bus driver education course with eight sequential skill levels, including a final appraisal. The first section contains the curriculum's purpose and objectives, the California standards for a state-certified bus driver instructor, the California standards for a delegated behind-the-wheel trainer, and general guidelines for selection of training sites. In addition, information is provided on vehicle inspection training, brake system inspection training, and undercarriage training. Copies of a driver's inspection report and a driver's performance review also appear. Each of the next eight sections contain materials for one of the following skill levels: (1) basic vehicle familiarization; (2) precision training in vehicle movement and driving fundamentals; (3) transmission control and shifting procedures; (4) general defensive driving techniques; (5) specialized defensive driving techniques; (6) passenger loading and unloading procedures; (7) emergency procedures; and (8) final appraisal. The first seven sections each contain a table of contents, purpose and objectives, a note to the instructor, a glossary of terms, an outline of content to be taught, and a sheet on which the instructor can record the trainee's demonstrated competence at each task covered. The final appraisal section includes the purpose and objectives of the appraisal, advice to instructors on being tough but fair, final appraisal procedures, and a form on which to document the final appraisal. (CML)

ED 313 618 CG 022 141

Thomas, Jeanne L.

Grandparent-Parent Solidarity, Perceptions of Grandparenthood and Grandparents' Mental Health.

SPONS. AGENCY- National Inst. on Aging (DHHS/PHS), Bethesda, MD.
PUB DATE- Aug 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
GRANT- AG06532
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Relationship; *Grandparents; Health; *Life Satisfaction; Marital Status; *Mental Health; *Morale; Parent Child Relationship; Predictor Variables; *Self Esteem

Although research has documented associations between grandparenthood and grandparents' mental health, the basis of these associations has not been extensively explored. This study asked grandparents to describe their relationship with one grandchild and that grandchild's parents; the selected grandchild was the oldest grandchild in the two-parent household geographically closest to the grandparent. Demographic variables, measures of closeness to the grandchild and the grandchild's parents, and perceptions of the grandparent-grandchild relationship were evaluated as predictors of grandparents' mental health. Participants were 301 grandparents between the ages of 43 and 86. The results revealed two significant predictors of morale: grandparents reporting good health and frequent intergenerational contact expressed highest morale. There were three significant predictors of scores on the Life Satisfaction Index A: grandparents reporting good health, married grandparents, and those reporting greatest attitudinal similarity expressed greatest life satisfaction. Finally, there were three significant predictors of self-esteem: grandparents reporting good health, married grandparents, and those expressing low levels of the symbolic importance factor expressed highest self-esteem. Demographic background and selected aspects of family solidarity were more strongly associated with mental health than were reactions to grandparenthood. (NB)

ED 313 632 CG 022 155

Henry, Carolyn S.; Peterson, Gary W.

Dimensions of Adolescent Social Competence and Parental Qualities as Predictors of Parental Satisfaction.

PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Family Relations (51st, New Orleans, LA, November 3-8, 1989). Table 2 contains small, broken type and will not reproduce adequately.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Interpersonal Competence; Parent Attitudes; *Parent Child Relationship; Parenting Skills; *Parents
IDENTIFIERS- *Satisfaction

Adolescence is often described as a "transition" period between childhood and adulthood. Parents of adolescents are faced with the challenge of encouraging their adolescent offspring to achieve autonomy, while retaining a certain degree of responsibility for their actions. This study examined how differing parental qualities such as attitudes and parenting styles relate to parental satisfaction. Subjects (N=636) were parents whose sons or daughters attended a public high school. Parent satisfaction, adolescent social competence, and parental qualities were measured using self-report scales. The results indicated that parents who reported evidence of social competence in their adolescents were also found to report high levels of parent satisfaction. Parents who reported themselves to be the most supportive of their adolescents were highly satisfied with parenting their adolescents. Particular styles of attempting to control the adolescents explained variance in parental satisfaction for fathers, but not for mothers. Fathers who used coercion with their adolescents were the least satisfied. In a similar pattern, fathers who used induction reported greater satisfaction with their adolescents. Additional studies are necessary to further refine conceptual models of the predictors of parental satisfaction with their adolescents and to consider bidirectional predictors of parental satisfaction. (ABL)

ED 313 690 CS 009 885

Watts, Susan M.
Eye Movements and the Reading Process. Focused Access to Selected Topics (FAST) Bibliography No. 40.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; Dyslexia; Elementary Secondary Education; *Eye Movements; Perceptual Development; Reading Comprehension; *Reading Difficulties; *Reading Processes; Reading Research
IDENTIFIERS- Saccadic Eye Movements

Addressing recent trends in eye movement research, this 24-item FAST Bib contains selections which date from 1973 through the 1980s. Selections are divided into sections on overview, perceptual processes, cognitive processes, and reading disability and dyslexia. (NKA)

ED 313 767 EA 021 177

Norrving, Bengt; Sannerstedt, Anders
Effects of Decentralisation in the School Sector.
National Swedish Board of Education, Stockholm.
PUB DATE- Apr 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; Curriculum; *Decentralization; *Educational Administration; *Educational Change; Educational Research; Elementary Secondary Education; Foreign Countries; Management Development; *Resource Allocation; *School Organization; Staff Development; Teacher Education
IDENTIFIERS- *Sweden

In 1984, the Swedish National Board of Education inaugurated a major research program on decentralized school administration. The research undertaken at the University of Lund focused upon regional and local school administration: county education committee, local education authority, local education office, and head teachers. Results are summarized under three main ideas: (1) inter-municipal variations become apparent at an early stage, tend to diminish gradually, but not to disappear; (2) decentralization in the school sector has been accompanied by heavy underlining of the overriding objectives, by changes in the indirect control of school organization and resource availability and, eventually, by changes in personnel training as well; (3) decentralization reform and management changes in regard to curriculum, resources, organization, and teacher education are not an end in themselves, but a means to achieve positive effects on school activities. (SI)

ED 313 782 EA 021 447

Thompson, Thomas E.; Bjork, Lars G.

A Collaborative Approach to Preparing Minority Administrators.

PUB DATE- Nov 89

NOTE- 38p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Education; *Administrators; Black Education; *Blacks; College School Cooperation; Elementary Secondary Education; Higher Education; Leadership Training; Minority Groups; *Principals; *School Administration; *Supervisory Training

IDENTIFIERS- *Black Administrators; South Carolina

In this age of educational reforms, the principal must manage change--a task for which few existing principals have been prepared--and create a climate of renewed emphasis on instructional excellence and high student achievement. To face these challenges, and to help replenish the dwindling pool of minority candidates available for entry-level administrative positions, the Minority Administrators Program (MAP) was developed in 1986. The program represents an alliance between the University of South Carolina, the South Carolina Department of Education, and various local school districts. The program is conducted in three phases. Phase 1 entails soliciting applications from interested teachers. Phase 2 involves collecting and evaluating applications. And Phase 3 consists of monthly meetings where the apprentices discuss problems and concerns peculiar to black administrators and participate in professional development activities designed to increase leadership, conflict management, communication, and interviewing skills. Since MAP's development, 36 black educators have served as interns in 16 school districts; of these, 33 are currently serving as principals, assistant principals, or curriculum coordinators. Appended are principal apprenticeship program guidelines and regulations and the Minority Administrators Program summary of participation and placement. The bibliography contains 15 references. (KM)

ED 313 797 EA 021 479

Effective Schools Programs: Their Extent and Characteristics. Briefing Report to the Chairman, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-132BR
PUB DATE- Sep 89
NOTE- 62p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies, $2.00 each prepaid by cash or by check or money order made out to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Change; *Educational Development; Educational Environment; *Educational Improvement; Educational Policy; Elementary Secondary Education; Equal Education; Government Publications; *Instructional Leadership; National Surveys; *School Districts; *School Effectiveness

A national study of effective schools programs provides information on the extent and characteristics of these programs in the nation's school districts and schools. A questionnaire was mailed to a random sample of 1,685 school district superintendents. Findings are representative of the approximately 16,000 local school districts in the nation. This report is divided into eight appendices: (1) selected characteristics of effective schools cited in research literature; (2) five school characteristics in the definition of effective schools programs included in Public Law 100-297; (3) Chapter 2 Block Grant Program (six authorized local targeted assistance programs); (4) estimates and confidence intervals for selected questionnaire responses; (5) effective schools programs in the 50 largest cities (school year 1987-88); (6) examples of SEA assistance to school districts and schools for effective schools programs; (7) tables supporting figures in report text and supplementary tables; and (8) major contributors to this report. Included are 15 tables and 28 figures. (SI)

ED 313 824 EC 221 340

Bennett, Adrian T.

Gateways to Powerlessness: Incorporating Hispanic Deaf Children and Families into Formal Schooling.

Lexington Center, Inc., Jackson Heights, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 73p.; Portions of this paper were presented at the Annual Conferences of the American Anthropological Association (Philadelphia, PA, December 2-6, 1986) and the Comparative and International Education Association (Washington, DC, March 11-15). For related document, see EC 221 341.
GRANT- G008400653
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Cultural Background; *Cultural Differences; Cultural Interrelationships; Decision Making; Ethnic Groups; *Hearing Impairments; *Hispanic Americans; Individual Power; Interaction; Intercultural Communication; Parent Participation; *Parent School Relationship; *Power Structure; Preschool Education; Student Evaluation; *Student Placement

This study was conducted to develop an anthropological understanding of the interactions between the special education system and such "Third World" peoples as Hispanics. An intensive 2-year ethnographic study followed the families of nine preschool Hispanic hearing-impaired children through the intake process at a special school for the deaf in the New York City area, and followed a smaller sample through the first part of the intake process in the public school system. Intake included assessment, programming, placement, and evaluation. The paper discusses practices of "noninvolvement" of Hispanic parents in educational decision-making, as well as the construction of particular ideological and social relations among participants in the intake process, including supervisors, assessment specialists, teachers, parents, and children. The progress of one family is analyzed in detail to demonstrate the social and cultural complexities of the participants' relationships. (JDD)

ED 313 854 EC 221 720

Shaughnessy, Michael F.; Scott, Patricia Carol
Psychological Problems of Children with Learning Difficulties.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attitude Change; Behavior Problems; *Childhood Attitudes; *Child Rearing; Depression (Psychology); *Learning Problems; *Low Achievement; *Parent Child Relationship; Parent Role; Self Concept; Student Attitudes; Study Skills

The paper presents tips for parents of children with learning problems. It describes the emotional side effects of low achievement which may include low self-esteem, clinical depression, "learned helplessness," suicidal ideation, acting out behavior, low frustration tolerance, guilt feelings, interpersonal problems, withdrawal, running away, truancy, juvenile delinquency, and drugs and alcohol. Among the 43 suggestions to parents are: focusing on the positive aspects, providing consistency, getting help from professionals, making use of technology, helping the child improve his/her organizational skills, reading to children, avoiding threats or unkeepable promises, and emphasizing the importance of listening. Finally the paper identifies 20 possible reasons why capable children may have difficulty learning such as lack of motivation, lack of impulse control, lack of product orientation, fear of failure, procrastination, and too little or too much self-confidence. (DB)

ED 313 881 EC 222 002

Hrncir, Elizabeth J.; And Others
Maternal Compensatory Factors for Infants with Cerebral Palsy.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 89
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
GRANT- HD-22799-01
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cerebral Palsy; *Congenital Impairments; Infants; Interaction; *Mother Attitudes; *Mothers; Parent Child Relationship; *Parent Influence; Play; *Self Esteem; *Spontaneous Behavior; Videotape Recordings

Viewed from an ecological perspective, maternal sense of competence and social support would be expected to influence a mother's spontaneous interactions with her infant. In this study 29 mother-infant dyads were visited in their homes when the infants with cerebral palsy were 18 months old. Infants' solitary spontaneous play and mother-infant interactive play were videotaped. Mothers were asked to complete a measure of functional/dysfunctional maternal-child caregiving patterns. Results suggest that characteristics of an optimal caregiving context for such infants are maternal interaction, confidence in parenting skills, and narrowing of the mother's social interests.

Over time, however, maternal isolation may place the ecological balance of the caregiving context at risk. (Author/PB)

ED 313 894 FL 018 042

Jacobus, Everett Franklin, Jr.
The Relationship between Cognitive Development and Foreign Language Proficiency.
PUB DATE- Mar 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Development; *Communicative Competence (Languages); Conversational Language Courses; Developmental Stages; French; Higher Education; *Language Aptitude; *Language Proficiency; Language Research; Learning Theories; *Second Language Learning; Writing Instruction
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines; *Perry (William G Jr)

Based on research relating William Perry's scheme of cognitive development to foreign language proficiency, a developmental hypothesis concerning language ability is proposed. This approach suggests that lower developmental stages in the cognitive domain retard the achievement of communicative language proficiency, while higher developmental stages facilitate it. Perry's hierarchical scheme, chronicling the changing ways in which individuals explain their understanding of experience, truth, and behavior, and the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency scale, also hierarchical, show some correspondence. Certain cognitive tasks appear to underlie tasks in the proficiency scale. Empirical evidence of this relationship is drawn from a French conversation and composition course in which reading, writing, and discussion-leading were designed to encourage and challenge students at different levels of cognitive development as defined by Perry. The results help explain the fossilization of learner varieties of language occurring often at the level of 2/2+. The proposed model treats aptitude not as a fixed set of capacities but as a changing interrelationship of a variety of capacities, including personal, language, diversity, contextual. (MSE)

ED 313 511 CE 053 622

Financial Distress and Dislocation in Washington Agriculture: Alternative Adjustment Options for Dislocated Workers. A Report of the Washington Task Force on Agricultural Adjustment Options.
Washington State Univ., Pullman.
SPONS. AGENCY- Washington State Board for Vocational Education, Olympia.
PUB DATE- Aug 87
NOTE- 179p.; Portions of appendices and some tables and figures will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Agricultural Trends; *Dislocated Workers; Farmers; Farm Labor; Federal Programs; *Financial Problems; Institutional Cooperation; Job Development; Job Training; Postsecondary Education; Poverty Areas; Program Improvement; *Retraining; *State Programs
IDENTIFIERS- *Washington

A study was conducted in 1987 to: (1) assess the impact of the farm financial crisis in Washington State; (2) identify at-risk populations; and (3) suggest appropriate programs and agency responses. Particular emphasis was placed on making recommendations for training and development programs to aid in reemployment of dislocated agricultural producers and workers. Information was gathered through a task force effort that involved testimony of expert witnesses, interviews with service providers and members of the agricultural community, and analysis and application of secondary data. The study found that Washington does not have a statewide crisis; rather, it has pockets of distress, severe in some localities. Financial data indicate that approximately 2,800 Washington farms are likely to fail in the 2 to 3 years following the study. Tentative estimates of dislocation impact suggest that approximately 3,000 to 5,000 agricultural workers will be dislocated within the next 3 years. Lack of unemployment benefits will mean serious distress for many of these producers and hired workers. Successful reemployment of dislocated workers will require improved linkages between the labor supply and labor demand. Two strategies to achieve this linkage are (1) improved up-to-date information on local job availability and (2) economic development efforts in agricultural communities that coordinate economic development with training efforts. Multiagency cooperation will be required to achieve these goals. (The report includes 77 references. Six appendices provide the project proposal; a set of task force meeting agendas; a graphical analysis of the financial situation of the state's farms; a copy of the 1987 Washington Farm & Family Resource Guide; a farm issue survey form; and a directory of model programs titled "The Unsettling of the Midwest: Education's Response to the Rural Crisis.") (KC)

ED 313 537 CE 053 738

Juravich, Tom; Gall, Gilbert J.

Pennsylvania Trade Unions and Worker Dislocation: Experiences and Attitudes. A Research Report.

Pennsylvania AFL-CIO, Harrisburg.

SPONS. AGENCY- Pennsylvania State Dept. of Labor and Industry, Harrisburg.
PUB DATE- 30 Jun 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Change; Dislocated Workers; Dismissal (Personnel); Employment Patterns; Employment Practices; *Job Layoff; Job Placement; Job Search Methods; Labor Economics; Labor Turnover; *Outplacement Services (Employment); Reduction in Force; *Retraining; *Unemployment; *Unions
IDENTIFIERS- AFL CIO; *Pennsylvania

A study asked trade union leaders in Pennsylvania about present and future levels of worker dislocation, how familiar they were with programs for dislocated workers, what factors caused job dislocation, and what factors affected the use of existing programs. Data were collected through a telephone survey of all 1,824 local unions who were affiliates of the Pennsylvania AFL-CIO. Mailed questionnaires were sent to those who could not be reached by phone. The response rate was 58 percent. The following are among the findings reported: (1) over 30 percent of the local unions had experienced some job dislocation in the preceding year; (2) job dislocation was more likely to occur in the private sector, in industrial and trades operations, in concessionary bargaining climates, and in industries with lower educational requirements for employment; (3) layoffs were the most frequent form of job dislocation and no one factor was reported as the dominant reason for dislocations; (4) over 14 percent of respondents said it is likely or extremely likely that they will experience significant dislocation during the next year; (5) unions whose members had been dislocated have tended not to use programs designed to assist dislocated workers, and there is a low level of familiarity with such programs among all local union leaders; (6) respondents cited job search and placement as the first and retraining as the second most important needs of their dislocated members; and (7) respondents strongly agreed that it is important for organized labor to be deeply involved in dealing with worker dislocation. (The document contains a copy of the telephone survey questionnaire.) (CML)

ED 313 647 CG 022 171

Shukla, A. P.; Prakash, Jai

Dependency and Self-Esteem in Relation to the Degree of Religiosity in Three Religious Groups in India.

PUB DATE- Jun 89

NOTE- 9p.; Paper presented at the Annual Meeting of the International Council of Psychologists (47th, Halifax, Nova Scotia, Canada, June 2-6, 1989). Best available copy.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Christianity; *College Students; Comparative Analysis; Foreign Countries; Higher Education; *Self Esteem

IDENTIFIERS- Dependency (Personality); *Hinduism; India; *Muslims

Religion has played a dominant role in the lives of people all over the world. It is a widespread and significant social force in human societies. This study examined the degree of religiosity among Muslims, Christians, and Hindus and its effects on dependency and self-esteem. Subjects (N=300) were college students divided evenly among each of the three religions and matched in age, sex, education, and socioeconomic status. A standardized religiosity scale and Rohner's Personality Assessment Questionnaire were used. Analysis of results showed that Muslims tended to have a higher degree of religiosity, followed by Christians, and with Hindus rating lowest on religiosity. Highly religious groups of Muslims and Hindus showed more dependency than their less religious counterparts. Self-esteem was lower among highly religious Hindus, while higher among Christians of high religiosity. Among Muslims, high and low religiosity groups did not reflect any significant differences. The high degree of religiosity among Muslims may be related to their minority status and feeling of insecurity as well as to the nature and the function of their religion combined with the dogmatism or rigidity with which they follow their religious pratices in routine life. (ABL)

ED 313 660 CS 009 851

Collins, Norma Decker

The Reading and Writing Relationship: A Case for Confluent Instruction.

PUB DATE- 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Language Arts; Literature Reviews; *Reading Processes; Reading Research; *Reading Writing Relationship; *Writing Processes; Writing Research

Reading and writing are part of the world of children. Most school language arts programs, however, do not help students develop a personal, functional need for being language users themselves. Too often in schools, the purpose of language is to satisfy an external demand and not an internal, expressive, or communicative need. Research in the last 10 years has contributed to the discussion of reading and writing as related processes. There have also been significant contributions by earlier theorists (such as L. S. Vygotsky and L. M. Rosenblatt) who have argued for decades that students compose meaning, whether in reading or writing, in order to create a coherent text from discrete experiences, memories, and associations. Students who are reading and writing purposefully are engaged in making choices. (Thirty-nine references are attached.) (RS)

ED 313 674 CS 009 867

Anderson, Richard C.; And Others
A Modest Proposal for Improving the Education of Reading Teachers. Technical Report No. 487.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 17p.
CONTRACT- G0087-C1001-89
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Higher Education; *Methods Courses; Microteaching; *Preservice Teacher Education; *Reading Teachers; *Student Teachers; Teacher Education Programs; Teacher Improvement; Teacher Interns; *Videotape Recordings
IDENTIFIERS- Kamehameha Early Education Program; Reading Recovery Projects; Reciprocal Teaching; Video Technology

A gap exists between talk about teaching that is featured in most preservice teacher education and the working knowledge and problem-solving expertise that characterize skilled teaching. This gap exists because typical teacher training does not embody the principles of modeling, coaching, scaffolding, articulation, and reflection. Three methods which make use of these principles include reciprocal teaching, Reading Recovery, and the Kamehameha Early Education Program (KEEP) in Hawaii. These same principles can and should be applied more broadly to the education of reading teachers. One way prospective teachers can witness authentic practice is through the use of videotapes of real classrooms. Videotechnology would increase the value of the classroom experience for the teacher trainee and decrease the time and energy the education professor would otherwise have to spend on ancillary matters. This time could be invested in scrutiny of the trainees' videotaped lessons. Prospective teachers could be trained to analyze each other's tapes, an experience which would afford more than the implementation of a lesson containing good and improvable points. It provides a forum for prospective teachers to reflect on a teaching experience, share their ideas, support their suggestions, and gain insight into the nature of teaching. The professor's theoretical information comes to life as a result of its contextualization. The use of videotapes in these ways offers the most feasible avenue open to improve the quality of teacher education and assure higher returns on the nation's investment in literacy. (MG)

ED 313 705 CS 212 165

Cooper, Vincent O.

An Annotated Bibliography of Virgin Islands Literature: A Work in Progress.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Authors; Nonstandard Dialects; Poetry; Prose; Publications; *United States Literature
IDENTIFIERS- *Caribbean Literature (English); Ethnic Literature; *Virgin Islands

This annotated bibliography of Virgin Islands literature includes the author's name, birthplace, and birthdate; the title of the work; the publication date (if published); the publisher's name and address; a brief comment on the work; and the libraries where the work is available. An addendum contains a list of additional authors and works. (NKA)

ED 313 722 CS 506 821

Bernstein, James M.; And Others
The "Localism Doctrine" and Use of SNG Vehicles: A Study of Geographic Coverage by Local Television News.
PUB DATE- Aug 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (72nd, Washington, DC, August 10-13, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Communications Satellites; Comparative Analysis; Content Analysis; *News Reporting; Technological Advancement; *Television; Television Research
IDENTIFIERS- *Local News; Media Coverage; Michigan; Oregon; *Satellite News Gathering

A study compared local and non-local coverage across three market sizes in two states (Michigan and Oregon) and examined the extent to which the use of news gathering technologies differed across market size. The study was a replication and extension of a 13-year old study by William C. Adams and explored the possible impact of technological advances during those years. All weekday newscasts at six Michigan stations and eight Oregon stations were studied during a 2-week period from November 30 to December 11 1987. The stories were categorized on the basis of locale of story, use of satellite newsgathering equipment by a station's reporters, and length of story. The content analysis for the 14 stations yielded 3,029 stories for the 10 days' newscasts. Results indicated: (1) large market stations devoted less of their coverage to local news than did small market stations; (2) local television news departments are beginning to vary from the "localism doctrine" by increasing their national and international coverage; and (3) despite the notoriety of satellite news gathering (SNG) and the increased national and international coverage found in this sample, only 40 stories from 7 stations involved used this equipment. (Twenty-two notes and four tables of data are included.) (RS)

ED 313 754 CS 506 965

Golden, Mickey
Fighting Back Like a Man: The Morality of "Murphy Brown."
PUB DATE- 19 Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Commercial Television; Conflict of Interest; *Females; Feminism; Intellectual Freedom; Mass Media Role; *Moral Values; *Sex Role; Social Values
IDENTIFIERS- Gilligan (Carol); *Murphy Brown; *Prime Time Television; Situation Comedies; Television Criticism

A study used Carol Gilligan's work on the legitimization of the female voice to examine the degree to which care and justice perspectives are expressed in the voice of television character "Murphy Brown" in the situation comedy of the same name. Two episodes of the show were analyzed to examine how Murphy resolved moral dilemmas. Although the Murphy Brown character utilizes both the female voice of care and the male voice of justice, she speaks at work most often through the justice perspective. However, in coping with moral dilemmas in her personal life, Murphy initially utilizes the justice perspective, then resolves the dilemma through the female orientation of care. Moreover, a third orientation which does not appear to fit into either of the above is the self-serving voice. Murphy uses this voice when colleagues or authority figures have conflicting views or methods on work-related issues. When Murphy fails to get her own way using the voice of reason, she resorts to the self-serving voice, which includes such behaviors as playing tricks on her boss or colleagues and/or plotting against those who attempt to prevent her from doing the job the way she believes it should be done. The dilemma of which perspective may be most appropriate to voice is a concern for many women; however, results of the analysis make it clear that Murphy must adopt the male voice of justice to succeed in the work place. (Twenty-seven references are attached.) (KEH)

ED 313 812 EA 021 507

Carroll, Joseph M.
The Copernican Plan: Restructuring the American High School.
Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
REPORT NO.- ISBN-1-878234-00-5
PUB DATE- 89
NOTE- 100p.
AVAILABLE FROM- Publication Sales, Regional Laboratory for Educational Improvement of the Northeast and Islands, 290 South Main Street, Andover, MA 01810 ($14.95 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Change Strategies; *Educational Change; Educational Principles; Educational Quality; *Educational Theories; High Schools; Program Implementation; Secondary Education; *Teaching Methods
IDENTIFIERS- *Educational Restructuring

A new perspective on the practical problems of changing secondary schools to enhance learning is called "the Copernican Plan" because its implementation would change the schools as completely as Copernicus's ideas changed the perception of our solar system. The plan proposes major restructuring of virtually all the basic systems within a high school, particularly change in schedule. Instead of students changing locations, subjects, and activities seven to nine times each day, they would concentrate on one or two subjects at a time, each subject taught in an extended "macroclass." Integral to the Copernican schedule is a seminar program in which students grapple with the complex issues of today's world. Other features include: a mastery learning system tied to a credit system that substitutes for grades; differentiated diplomas; a conduct and reliable performance graduation requirement; and the "dejuvenilization" of the high school. In addition to a full explanation of the Copernican Plan, chapters discuss the problems that the plan addresses, provide a brief history of the evolution of the American high school, explain why and how the plan works, and offer suggestions for implementation. Appended is an analysis of the use of school time each day and comparison with a traditional schedule. (49 references) (SI)

ED 313 550 CE 053 802

Volunteerism in Adult Education. Status Report of Adult Education and Literacy Volunteers.

Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.

PUB DATE- May 89

NOTE- 11p.; Table of trend data contains small, blurred type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Literacy; Basic Skills; Functional Literacy; *Literacy Education; Public Service; *Voluntary Agencies; *Volunteers; *Volunteer Training

Literacy education volunteers during 1988 numbered 77,000, two-thirds of whom served as tutors in basic literacy and English-as-a-second-language classes. The other third served in supportive roles as administrators, recruiters, teacher aides, counselors, and providers of child care and transportation. The number of volunteers rose from 34,500 in 1985. New York, Pennsylvania, Minnesota, Kentucky, and Tennessee used more volunteers than other states during 1988. Effective recruitment strategies included posters, fliers, radio and television spots, hotlines, newspapers, and presentations to community and church groups. Major agencies that provided linkage with states included Laubach Literacy Action, Literacy Volunteers of America, Project Literacy U.S. (PLUS), Retired Senior Volunteer Program, ACTION's VISTA Volunteer Literacy Corps, state and local libraries, and state literacy councils. Volunteers usually received 12-18 hours of training. Section 353 of the Adult Education Act requires states to spend at least 10 percent of their funds on special experimental demonstration and teacher training projects. More than 38 states have organized a state literacy council or coalition that is most often involved in activities such as linking with literacy volunteer groups. Special efforts are being made in Florida and other states to increase the efforts of volunteers. Among organizations' concerns about volunteers have been the difficulty of retaining volunteers, the need for in-depth orientation, and the lack of sufficient inservice training. (The document includes a table of trend data and two charts.) (CML)

ED 313 564 CE 053 845

The 1990s Father: Balancing Work & Family Concerns. BNA Special
Report Series on Work & Family. Special Report #18.
Bureau of National Affairs, Inc., Washington, D.C.
REPORT NO.- ISBN-1-55871-132-5
PUB DATE- Jun 89
NOTE- 37p.
AVAILABLE FROM- Bureau of National Affairs, Inc., 1231 25th Street, #6005, Washington, DC 20037 (Order No. BSP-159: $35.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Attitude Change; Case Studies; *Employed Parents; *Employer Attitudes; *Employment Practices; *Fathers; Flexible Working Hours; Leaves of Absence; Parent Child Relationship; *Parent Role; *Personnel Policy; Social Change
IDENTIFIERS- *Family Work Relationship

This report examines the issues surrounding working fathers and the changing expectations of fatherhood that are creating the necessity for changes in the workplace. Issues examined include the following: (1) fathers are torn between employers expecting super employees and mothers expecting super fathers; (2) a few companies are taking note of the needs of fathers and are making policy changes to ease the conflict; (3) although more companies have paternity leave today, few fathers take advantage of more than a few days of it; (4) more fathers are taking a little time off around the birth of a child; (5) employees would like flexible time arrangements to provide a better balance between work and home life; and (6) awareness has grown, but a revolution in work policies is not expected. The report contains case studies of four companies that are especially sensitive to the needs of working fathers, explaining how their policies have been implemented. An appendix summarizes results of Catalyst's survey on policies for fathers. A 30-item bibliography concludes the document. (KC)

ED 313 578 CE 053 866

Yin, Robert K.; And Others

Interorganizational Partnerships in Local Job Creation and Job Training Efforts: Six Case Studies. Final Report.

COSMOS Corp., Washington, DC.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Sep 89
NOTE- 264p.
CONTRACT- 99-8-4700-75-064-01
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Vocational Education; Agency Cooperation; Case Studies; Community Programs; *Cooperative Programs; Economic Development; Job Development; *Job Training; *Labor Force Development; *School Business Relationship; *Work Experience Programs
IDENTIFIERS- Arizona; Florida; Job Training Partnership Act 1982; Maryland; Michigan; Pennsylvania; Private Industry Councils; Washington

A study examined six cases where job training and economic development had been successfully linked through an interorganizational arrangement. Cases were nominated by U.S. Employment and Training Administration officials, job training and economic development experts, and published reports. The six organizations of primary focus were Pima County Community Services Department, Arizona; Susquehanna Region Private Industry Council, Inc., Maryland; Chester County Partnership for Economic Development, Pennsylvania; Northeast Florida Private Industry Council, Inc., Florida; Greater Grand Rapids Area Economic Team, Michigan; and Seattle-King County Economic Development Council, Washington. The cases covered sites with varied demographic and economic characteristics, but did not cover areas suffering from chronic economic problems or with a large proportion of minority people. Data were collected during two visits to each site in 1989. In each of the six cases, a single organization headed the interorganizational efforts, with the lead organization in three cases being a Job Training Partnership Act organization and, in the other three cases, an economic development agency. While all six arrangements had contractual agreements among participating organizations through which funds were paid for services to all six, informal networks were more important than the formal agreements. It was concluded that in these six cases, interorganizational arrangements produced close coordination of job training and economic development activities, and that these activities were plausibly linked with exemplary job training and job creation outcomes. (This document includes a list of 43 references and the six case studies.) (CML)

ED 313 605 CG 022 124

Chambliss, Catherine; And Others
Participative AIDS Education Methods.
PUB DATE- 90
NOTE- 15p.; References will not reproduce due to broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Attitude Change; *Health Education; Health Services; *Hospital Personnel; *Inservice Education; *Psychiatric Hospitals; Staff Development; Work Attitudes

Since assuring quality health care delivery to patients suffering from Acquired Immunodeficiency Syndrome (AIDS) and those who test positive for Human Immunodeficiency Virus (HIV) is a priority, development of effective staff training methods is imperative. This pilot study assessed the effect on staff attitudes of a participative AIDS/HIV staff training method, designed to overcome many of the problems associated with standard didactic methods. Health care workers (N=42) at a large, public psychiatric hospital were evaluated prior to training. Pretest scores were obtained for all 42 staff members. Fourteen employees attended both training sessions; 18 attended the first session only; 6 attended the second session only; and 4 attended neither session. Posttest questionnaires were administered at the end of the second training session. Of the 20 employees who completed the posttests, 6 had not attended the first session and 14 had attended both sessions. Pretest scores were compared with posttest scores from those who completed the two training sessions. The results support the efficacy of the participative staff training method as a means of increasing compassion toward AIDS/HIV patients, acceptance of the obligation to treat these individuals, and appropriate work-related risk reduction. Desired changes were found only in subjects who attended both training sessions. (Author/NB)

ED 313 633 CG 022 156

Chiu, Lian-Hwang
Self-Esteem of American and Chinese Children: A Cross-Cultural Comparison.
PUB DATE- Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Differences; Elementary Education; *Elementary School Students; Foreign Countries; *Self Esteem
IDENTIFIERS- *Chinese People; Taiwan; United States (Midwest)

The construct of self-esteem has received considerable attention in recent years. Self-esteem is defined as a personal judgment of worthiness that is expressed in attitudes that individuals hold for themselves. This study compared self-esteem of American and Chinese children. Subjects included 446 American elementary school students from the midwest and 437 Chinese elementary school students from Taiwan. Subjects were administered the Coopersmith Self-Esteem Inventory, Form B. The Self-Esteem Rating Scale for Children was also given to the teachers for use in rating the children's self-esteem. The results indicated that American children had higher self-esteem scores than did their Chinese counterparts on both self-esteem measures. The cultural differences in self-esteem cannot be explained satisfactorily in terms of the self-effacing tendency among Chinese children. Chinese children probably receive less respectful treatment because they live in authoritarian families where the parents make the decisions and the children are expected to obey. Chinese students in unidimensional classrooms seem to have fewer opportunities for success than do American children who are more likely to be in multidimensional classrooms in which they can achieve success in many ways. (Author/ABL)

ED 313 691 CS 009 886

Johns, Jerry; Berglund, Roberta L.
Reading-Writing Relationships. Focused Access to Selected Topics (FAST) Bibliography No. 42.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 5p.
CONTRACT- RI88062001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Class Activities; Cognitive Development; Elementary Education; *Reading Instruction; Reading Research; Reading Strategies; *Reading Writing Relationship; Writing Research
IDENTIFIERS- *Emergent Literacy; Writing Strategies

Based on the premise that literacy research and instruction is becoming more focused on connections between reading and writing, this FAST Bib contains selected references from 1985 to 1989. The 31-item annotated bibliography is organized into four sections: (1) overview; (2) research; (3) integrating language arts; and (4) classroom applications. (NKA)

ED 313 738 CS 506 941

Hellack, Georg
Press and Broadcasting in the Federal Republic of Germany. Special Report No. 7, 1989.
Inter Nationes, Bonn (West Germany).
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Developing Nations; Foreign Countries; Journalism; *Mass Media Role; Media Research; *News Media; Public Relations; *Radio; Technological Advancement; *Television
IDENTIFIERS- Press Law; *West Germany

This special report provides a survey of media in the Federal Republic of Germany (West Germany) and attempts to answer questions such as: what freedoms the mass media enjoy, the nature of their finances, what problems they have to deal with, and what their future in competition with new modes of communication will be like. Chapter 1 discusses the structure and function of the West German media; chapter 2 discusses the press. Chapter 3 deals with news agencies and public relations activities. Radio and television are the topics of chapter 4. New media are discussed in chapter 5, and chapter 6 deals with the vocation of journalism. Chapter 7 discusses assistance to the media in the Third World. Eight appendixes containing article five of the Basic Law of the Federal Republic of Germany and data on mass media are attached. (SR)

Ryan, Sharon; Walker, Anne
The Equity of Public School Finance in Missouri: 1977-1981. A Research Report.
Missouri House of Representatives, Jefferson City.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 62p.; Parts of Appendix B and C will not reproduce well due to small, light print.
CONTRACT- 400-82-0005
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Expenditure per Student; *Finance Reform; Public Schools; Resource Allocation; *School District Spending; *State Aid
IDENTIFIERS- *Missouri

Updated were statistics of an earlier study done by the Education Commission of the States (ECS) in 1980, entitled "The Missouri School Finance Study." The recent results differed from the earlier study's, illustrating the extent to which revenues per pupil depended on local property wealth and income. The results of the first study indicated a marked decrease in the strength of the relationship between revenues per pupil and property wealth per pupil. Findings of the second study did not indicate a strong correlation between revenues per pupil and property wealth per pupil. A stronger relationship between revenues per pupil and income appeared. These results indicate that the goal of improving the fairness of the statewide system of school finance was not achieved and that the failure was not due to a defective method of apportionment but to an inadequate level of funding. Included is information on the state's increasing role in financing elementary and secondary education, on the effects of general economic conditions in the last decade, and on other matters pertinent to a general discussion of school finance. (SI)

ED 313 839 EC 221 705

Croft, Frances R.; And Others

Pilot Investigation of Reliability and Validation of the Modified Learning and Study Strategies Inventory (LASSI) for Hearing-Impaired Preparatory Students at Gallaudet University.

PUB DATE- Jul 89

NOTE- 37p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume I.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Congenital Impairments; *Deafness; *Evaluation Problems; Grade Point Average; *Hearing Impairments; Higher Education; *Learning Disabilities; *Learning Strategies; Pilot Projects; Predictive Validity; Student Evaluation; Test Validity

IDENTIFIERS- *Learning and Study Strategies Inventory

This descriptive research study examined the validity of an adaptation of the Learning and Study Strategies Inventory (LASSI) that uses a videotape with questions in American Sign Language with a special group of hearing-impaired college students, assuming that LASSI is still reliable for this group. The study was limited to prelingually deaf students (n=23) with moderate, severe, or profound hearing loss. Average LASSI scores and certain subscales showed predictive value due to significant correlation with grade point averages (GPA) of students. When hearing-impaired students with documented moderate and severe learning problems were compared with hearing-impaired students without additional learning problems, the students with learning problems showed significant differences in the direction of lower GPA, while they showed no significant effects on LASSI scores. (Author/PB)

ED 313 868 EC 221 737

Teaching Children with Attention Deficit Disorder. ERIC Digest #462.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 3p.

CONTRACT- RI88062207

AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 462).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Assignments; *Attention Deficit Disorders; Behavior Modification; Classroom Environment; Elementary Secondary Education; Intervention; *Teaching Methods

IDENTIFIERS- ERIC Digests

This digest adapts information from "Attention Deficit Disorders: A Guide for Teachers," prepared by members of the Education Committee of Children with Attention Deficit Disorders. It defines attention deficit disorders and describes the two types (attention deficit hyperactivity disorder and undifferentiated attention deficit disorder.) Suggestions are offered for establishing the proper learning environment, giving students instructions, and giving students assignments. Tips on modifying behavior and enhancing self-esteem by providing supervision, discipline, and encouragement are also provided. Additional sources of information are listed, including eight suggested readings and a support organization. (JDD)

ED 313 882 EC 222 003

Ripley, Suzanne; Cvach, Peggy A.
Choosing a Doctor for Your Child with Learning Disabilities or Attention Deficit Disorders.
Learning Disabilities Project, McLean, VA.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Jul 89
NOTE- 7p.
GRANT- G008635204
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attention Deficit Disorders; *Child Rearing; *Learning Disabilities; Medical Services; *Parent Responsibility; *Physician Patient Relationship; *Physicians

The paper explores ways that families choose a doctor for their child and offers guidelines for physician selection especially for parents with children who have learning disabilities or attention deficit disorders. Results of a survey of parents are reported indicating that parents used an average of only 1.2 sources of information in identifying and evaluating potential doctors. Guidelines for parents are presented as answers to the following questions: What about a child who has a disability? How do you find the right doctor? What do you say to a doctor you have never met? How do you make the first appointment? How do you prepare for your first visit? What do you do when you get to the doctor's office? What should you talk about? How can doctors and schools work together? What are you responsibilities as a parent? How do you evaluate the situation? Special emphasis is placed on the role of the parent as case manager of services for the child, with detailed recordkeeping a part of the parental responsibilty. Four references are included. (DB)

ED 313 895 FL 018 187

Viberg, Ake
Bilingualism in School. School Research Newsletter.
National Swedish Board of Education, Stockholm.
PUB DATE- Aug 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Bilingual Education Programs; *Bilingualism; *Classroom Communication; Elementary Secondary Education; Foreign Countries; *Immigrants; *Language Proficiency; Language Research; Second Language Learning; Swedish; Uncommonly Taught Languages
IDENTIFIERS- *Sweden

This newsletter discusses a Swedish research project investigating the command immigrant school children living in Sweden have of their native language and of Swedish as a second language. The project's objective is to describe the children's language proficiency and factors promoting or inhibiting it in the classroom. The study is undertaken in the context of Swedish policy promoting active bilingualism in immigrant children. Factors affecting bilingual instruction are outlined, including student background characteristics (group and individual), language use, and teaching models and processes. The sample groups for the pilot and main 3-year study are described, data collection methods are chronicled, the analysis of language proficiency is sketched, and the applicability of the results is discussed briefly. (MSE)

ED 313 524 CE 053 706

Freeland, D. Kim; Franklin, Joan E.

The Collaborative Teaching-Learning Mode: Health Education Professors and Adult Learning Principles.

PUB DATE- Oct 89

NOTE- 13p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Atlantic City, NJ, October 1989). For a related paper, see CE 053 705.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; *Adult Learning; *Andragogy; *College Faculty; *Educational Philosophy; *Health Education; Higher Education; Lifelong Learning; Teacher Attitudes; Teaching Methods

IDENTIFIERS- *Principles of Adult Learning Scale

A descriptive study using survey research techniques investigated the degree to which health education professors adhere to and practice the principles of adult education. The instrument used to measure acceptance of the adult education mode (collaborative style) was the Principles of Adult Learning Scale (PALS), a 44-item summative scale based on principles in the adult education literature. Responses were solicited from 400 practicing health education professors teaching college-level health education courses, with a 50 percent rate of return. The sample was predominantly male and the typical respondent held a doctoral degree and the rank of associate or full professor. Analysis of the data found significant differences in the acceptance and practice of the collaborative technique by health education professors. Though health education professors advocate learning as a lifelong goal, a gap exists in their knowledge base in relation to the adult as a learner and adult education principles. Significant differences were also found among health professors in regard to espoused philosophy; some regarded adult students as passive recipients of prescribed information, contrary to the collaborative mode and adult education in general. Finally, the study suggests that training is needed to move health education professors from lecturing and other limited instructional modes into a more learner-centered involvement with students. (KC)

ED 313 619 CG 022 142

Spitalny, Gloria
Improving the Complaint Process for Sexuality Exploited Clients.
PUB DATE- 14 Aug 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Client Relationship; *Ethics; Legal Responsibility; *Sexual Abuse

Four sexually exploited clients shared their experiences in invoking the complaint process against their former therapists. They wanted to stop the therapist from practicing and harming others, to receive some acknowledgement that they had been harmed, and to obtain some kind of recompense. If the therapist was unable to admit his or her error, make restitution, or stop injuring others, they expected the ethics committee, the licensing board, or the court to ensure this result. Two of the clients initiated their complaints through the ethics committee of their therapist's professional association. One client began with the licensing board, and one started with a lawyer and a malpractice suit. They all had suggestions on how to improve the complaint process for others: (1) have an advocate who can discuss possible options in pursuing a complaint; (2) expedite the process of ethics committees, licensing boards, and legal action; (3) pay members who sit on ethics committees and licensing boards; (4) explain the procedures of ethics committees and licensing boards, give estimates on the length of time involved, and directly communicate the results; (5) establish mandatory reporting by other professionals; (6) establish a criminal law; (7) keep data banks on abusive therapists; and (8) extend the statute of limitations. Many of these recommendations are supported in the literature. Professionals need to come together to review these recommendations, put them in an acceptable form, and implement them in order to protect the public welfare. (Author/NB)

ED 313 661 CS 009 852

Ross, Elinor P.
A Model for Basal Reader Adoption.
PUB DATE- Apr 89
NOTE- 16p.; Paper presented at the Annual Meeting of the International Reading Association (34th, New Orleans, LA, April 30-May 4, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Elementary Education; *Instructional Materials; Models; Reading Instruction; Reading Material Selection; Reading Programs; *Textbook Evaluation; Textbooks; *Textbook Selection; Textbook Standards
IDENTIFIERS- *State Level Textbook Adoption; Tennessee

The process of evaluating and selecting basal readers has long been a primary concern for educators. Educators directly involved with textbook adoptions have expressed several concerns, including: time pressures on evaluators; lack of training for evaluators; concerns related to publishers; and correlations with state or district curriculum. Tennessee's plan for evaluating textbooks was developed by the State Textbook Commission, along with the State Board of Education and the State Department of Education. The model consists of the following steps: (1) selection of basal reader evaluators; (2) approval and release of "Invitation to Bid"; (3) development of evaluation plan; (4) orientation and training for evaluators; (5) independent evaluation of books by reviewers; (6) evaluator debriefing and committee reports; (7) hearings of State Textbook Commission; and (8) adoptions at the local level. A follow-up survey indicated that both reviewers and publishers were pleased with the process. The communication which occurred between publishers' representatives and reviewers during the display session could hold much promise for the ultimate improvement of basal readers. (One diagram showing the Model for Basal Reader Adoption Initial Planning Sessions is included, and 15 references are attached.) (MG)

ED 313 706 CS 212 166

Davis, Wesley K.

The Effects of Christensen's Generative Rhetoric of a Sentence on the Right-Branched Free Modification of College Freshman Writing.

PUB DATE- 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; College Freshmen; *Freshman Composition; Higher Education; Multivariate Analysis; Teaching Methods; *Writing Improvement; Writing Research; *Writing Skills
IDENTIFIERS- Christensen (Francis); *Generative Rhetoric

An experimental study evaluated the writing growth of 97 college freshmen before and after instruction to determine whether direct instruction in F. Christensen's "Generative Rhetoric of a Sentence" (1967) made a significant impact on freshmen writers' use of right-branched free modification. The study used a quantitative, pretest/posttest experimental design. The experimental group of 48 students was directly taught the "Generative Rhetoric of a Sentence," but the control group (49 students) received instruction in free modification. Results indicated that the experimental group made statistically significant gains over the control group, particularly in the number of right-branched free modifiers and in the number and percentage of words used in right-branched free modification. (Four tables of data are included and 25 references are attached.) (SR)

ED 313 783 EA 021 448

Michael, Price M.
Improving Personnel Evaluation Processes: A Synthesis of Research and Practice.
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Columbia, SC, November 11-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Elementary Secondary Education; *Evaluation Methods; *Job Performance; *Observation; *Personnel Evaluation; School Districts; Social Services; *Validity
IDENTIFIERS- *Objectivity

School systems and social services agencies continue to grapple with personnel evaluation problems. One way to make personnel evaluation more useful is to improve the validity of evaluation judgments in appraising work performance. This paper proposes to: (1) review literature providing insight into evaluators' reasons for making inaccurate judgments concerning others' work performance; (2) describe common evaluation errors; and (3) provide guidelines for making evaluators' assessments more valid. A literature review identifies four major impediments to obtaining valid performance evaluations: cognitive processes (categorization and memory); innate forces (desire to be accepted, concern with self-protection and success, and affiliation needs); evaluators' personal characteristics; and limited observational opportunities. Errors commonly made by evaluators include the halo effect, evaluation bias and inconsistency, first impression or primacy error, performance dimension order, spillover effect, reliance on similarities, central tendency, and negativity effect. One approach to improving the personnel evaluation process is through training sessions. Better assessments can be obtained by coupling peer evaluations with evaluators' assessments or by using evaluation teams. Evaluator behavior affects the way the persons evaluated perceive assessment outcomes. The more frequently evaluators use observations and conferences in their appraisals, the harder it is to deny variability in personal performance or evaluator ability to judge competence. Developing research-based criteria can help reduce district biases. Evaluation systems that involve evaluators and evaluatees in the design process enhance the credibility and perceived validity of the evaluation process. (54 references) (MLH)

ED 313 798 EA 021 480

School Lunch Program: Buy American Procedures at Commodity Schools. Report to Congressional Requesters.

General Accounting Office, Washington, DC. Resources, Community, and Economic Development Div.

REPORT NO.- GAO/RCED-89-218
PUB DATE- Sep 89
NOTE- 23p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies, free; additional copies, $2.00 each prepaid by cash or by check or money order made out to Superintendent of Documents).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Food Standards; Government Publications; *Lunch Programs; *Nutrition; School Activities; *School Districts
IDENTIFIERS- *Commodity Distribution Program; *Special Supplemen Food Program Women Infants Child

This report examines the Buy American provision of the Commodity Distribution Reform Act and the Special Supplemental Food Program for Women, Infants, and Children of 1978. The compliance of school districts participating in the National School Lunch Program, the number of waivers from the Buy American provision granted by the Secretary of Agriculture, and the circumstances necessitating the waivers are among the topics discussed. Findings indicate monitoring of compliance has been limited. Neither the Food and Nutrition Service nor the states visited monitor commodity school district purchases to ensure that the Buy American requirement is met. The report is divided into five appendices: (1) objectives, scope, and methodology; (2) federal efforts to implement and monitor the Buy American requirement; (3) state efforts to implement and monitor the Buy American requirement; (4) commodity school districts' efforts to implement and monitor the Buy American requirement; and (5) major contributors to this report. (SI)

ED 313 825 EC 221 341

Bennett, Adrian T.
Perspectives on Identity: The Hispanic Deaf Child's Initiation into Formal Schooling.
Lexington Center, Inc., Jackson Heights, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 87
NOTE- 61p.; A shorter version of this paper was presented at the Annual Meeting of the Society for Applied Anthropology (Oaxaca, Mexico, April 8-12, 1987). For related document, see EC 221 340.
GRANT- G008400653
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Environment; Cultural Background; *Cultural Differences; Cultural Interrelationships; Ethnic Groups; *Hearing Impairments; *Hispanic Americans; Interaction; Intercultural Communication; Interpersonal Competence; *Peer Relationship; Power Structure; Preschool Education; Self Concept; *Social Adjustment; Social Development; *Student

Adjustment

A 2-year ethnographic study of the intake process involving preschool-age Hispanic children at a school for the deaf formed the basis for this paper, which focuses on strategies that Hispanic hearing-impaired children develop in response to the sociocultural world of the classroom. The struggle for "ownership" of the child, which begins when the child starts school in the United States, is described. The paper analyzes how the interactions of "First World" institutions with "Third World" peoples are present in the local setting and form the context out of which the child's identity is shaped. The focus is on the children's participation in forming social alignments in the classroom. Interactional scenes involving three Hispanic deaf children in three different classrooms are presented, describing: the scene itself; the family and home environment; and issues of agency, power, social structuration, and ideology. The three examples are then discussed in terms of their relevance to issues of class, ethnicity, and other aspects of the family's relationship to the school as a public institution and to society in general. (JDD)

Systems for Providing Aids for Disabled People.
World Health Organization, Copenhagen (Denmark). Regional Office for Europe.
PUB DATE- 86
NOTE- 14p.; Report of a World Health Organization Meeting (Skien, Norway, February 25-27, 1985). Light/broken type throughout.
AVAILABLE FROM- World Health Organization, Regional Office for Europe, Copenhagen, Denmark DK 2100.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assistive Devices (for Disabled); Communication Aids (for Disabled); Community Programs; *Delivery Systems; Demonstration Programs; *Disabilities; International Programs; Mobility Aids; Sensory Aids
IDENTIFIERS- Technical Aids Centre (Norway); World Health Organization

The report summarizes a meeting of the World Health Organization's Working Group on Systems for Provision of Aids for Disabled Persons. The meeting was convened to discuss technical aids and ergonomic measures to bring greater independence to disabled people and the need to systematize services for the disabled in their own environments. Following a brief introduction and a section of background information, the Telemark pilot project of the Technical Aids Centre in Norway is summarized in an outline describing its basic concept and principles, organization of the provision system, daily work at the Centre, and results. An amalgamation of the reports of the various conference subgroups is provided next; this covers: the scope of a technical aid service, organization and administration, the role of the consumer, the role of the rehabilitation engineer, classification and nomenclature, information systems, and general comments. Twelve conclusions and recommendations include the need for development of community-based service provision, a systems approach, improved information exchange, and internationally agreed-upon criteria and protocols for evaluation/testing. (DB)

ED 313 591 CE 054 274

Performance Standards for Secondary School Vocational Education. Background Paper.

Congress of the U.S., Washington, D.C. Office of Technology Assessment.

PUB DATE- Apr 89
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; Evaluation Criteria; *Federal State Relationship; Government Role; *Government School Relationship; Minimum Competency Testing; Outcomes of Education; *Performance Factors; *Program Evaluation; Secondary Education; *Standards; *Vocational Education

IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

To assist Congress in preparing for the reauthorization of the Carl D. Perkins Vocational Education Act, the Office of Technology Assessment (OTA) examined the technical feasibility and utility of instituting specific requirements for performance measurement of secondary school vocational programs. The OTA examined two types of performance measures--labor market indicators and occupational competency testing--but did not evaluate the overall strengths and weaknesses of a federal decision to mandate these or other measures. Labor market indicators were found to be an important but insufficient measure of overall school or program performance. Occupational competency tests were found to provide important but insufficient indications of program effectiveness and were not recommended as the sole basis for performance standards. As a result of the study, it is suggested that an important role for the Federal Government to play would be to encourage a broad view of performance measurement and that, in particular, Congress could play a leadership role by helping states to (1) develop clear definitions of the objectives of their vocational programs; (2) establish agreed-upon norms of measurement and guidelines for data collection and analysis; (3) carry out research aimed at the development of improved technologies for testing; (4) conduct pilot demonstrations of the effects of alternative performance standards on school and student behavior; and (5) raise necessary funds for dissemination of innovations in performance assessment methodologies. (CML)

ED 313 648 CG 022 172

Sandau-Christopher, Debra
The School's Role in the Prevention/Intervention of Child Abuse and Neglect. A Manual for School Personnel.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 88
NOTE- 30p.

GRANT- 90-CA-1137
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Child Abuse; *Child Neglect; Children; Elementary Secondary Education; *Intervention; *Prevention; *School Role

This handbook on child abuse and neglect was written to assist school personnel, including administrators, teachers, counselors, school nurses, and school social workers in defining abuse and neglect and in developing policy and training programs to best address the abuse issue. Topics addressed include: (1) understanding child abuse and neglect; (2) identifying child abuse and neglect, including physical abuse, neglect, emotional abuse, and sexual abuse; (3) responding to disclosure; (4) reporting procedures, including method of reporting, Colorado Law--Child Protection Act, model school policy, and sample reporting form; (5) assisting the child victim and family by working with the abused child in the classroom and working with parents of the abused child; (6) interagency cooperation, including social services and law enforcement; and (7) staff training, including the need for staff training, Colorado School Laws, sample training agenda, and concerns of school staff. A resource list consisting of relevant local, state, and national agencies, a bibliography of publications in child abuse and neglect, and a list of members of the Colorado State Board of Education are included. (ABL)

ED 313 723 CS 506 906

Huff, W. A. Kelly

The FCC's AM Stereo Experiment: Seven Years in the Uncharted Broadcast Marketplace.
PUB DATE- Nov 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Broadcast Industry; *Equipment Standards; *Federal Regulation; Government Role; Media Research; *Radio
IDENTIFIERS- *AM Radio; Deregulation; *Federal Communications Commission

To examine the success of the Federal Communications Commission's (FCC) 1982 decision not to select a standard transmission system for AM stereophonic broadcasting (instead leaving it to the marketplace), this paper documents and analyzes the first 7 years of the AM stereo marketplace. Following an explanatory introduction, the paper's first section examines the process leading up to the landmark 1982 decision. The second section examines in detail events in the AM stereo marketplace from 1982-1988. The third section is a summary of the complicated maneuvers of the companies involved, and the fourth section draws conclusions. Ninety-six references conclude the paper. (SR)

ED 313 739 CS 506 942

List of Documents and Publications in the Field of Mass Communication (1986-87). No. 11.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

REPORT NO.- Unesco-CC/89/WS/18
PUB DATE- 89
NOTE- 130p.; Small type throughout document.
AVAILABLE FROM- Documentation Centre for Culture and Communication, Unesco, 7 Place de Fontenoy, Paris 75700.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Communication (Thought Transfer); *Communications; *Mass Media; Publications; Resource Materials
IDENTIFIERS- *UNESCO

This document lists publications in the field of communication available at the United Nations Educational, Scientific, and Cultural Organization (UNESCO), covering materials processed during the years 1986 and 1987. The publication consists of three parts: a main list, a subject index, and a personal name index. The document's main list provides a full bibliographic description for each item, keywords, the language of issue, the document code, the microfiche number, and the International Standard Book Number (ISBN). Items in the main list are presented in alphabetical order by title of document, meeting, or institution. The material is available for reference at UNESCO; loans are restricted to members of the Secretariat working in Paris, but documents published by UNESCO will be provided on request insofar as stocks permit. Although many of the reports listed are marked "Restricted," it is possible that some of them have since become available to a wider public interested in obtaining copies. A list of acronyms used in the publication is included. (SR)

ED 313 840 EC 221 706

Rush, Pamela; And Others

WAIS-R Verbal and Performance Profiles of Adolescents Referred for Atypical Learning Styles.

PUB DATE- Jul 89
NOTE- 12p.; In: Martin, David S., Ed. International Symposium on Cognition, Education, and Deafness (2nd, Washington, DC, July 5-8, 1989). Working Papers: Volume I.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Cognitive Style; Comparative Analysis; *Deafness; *Hearing Impairments; *Intelligence Tests; *Learning Disabilities; Performance Tests; Student Evaluation; *Test Validity; Underachievement; Verbal Tests
IDENTIFIERS- *Wechsler Adult Intelligence Scale (Revised)

This study investigated Wechsler Adult Intelligence Scale-Revised (WAIS-R) profiles of deaf adolescents referred for academic difficulties. In addition, differences between referral deaf students and non-referral deaf peers were explored. The sample consisted of 28 severely-to-profoundly hearing impaired students enrolled in the School of Preparatory Studies at Gallaudet University. Both Verbal and Performance scales of the WAIS-R were administered in sign language. Depressed scores and atypical patterns of cognitive strengths and weaknesses were noted on both scales for the referral deaf population, suggesting a different profile of abilities compared to non-referral deaf peers. (Author/PB)

ED 313 707 CS 212 167

Webre, Elizabeth C.

Peer-Recommended Books for the Young: A Categorized Annotated Bibliography Selected from "Children's Choices."

PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Books; *Childrens Literature; Early Childhood Education; Instructional Materials; Picture Books; *Reading Materials; *Young Children
IDENTIFIERS- Trade Books

This annotated bibliography of children's books is culled from the fourteen lists published in "Children's Choices" between 1975 and 1988. The 154 selections in the bibliography are categorized according to interests, needs, and objectives of teachers of young children, primary level or below. The categories are as follows: alphabet, counting, holidays, social living, sibling relationships, friendship, fears, basic concepts, science concepts, health concepts, read-aloud books, classics, wordless picture books, creative expression, and beginning reading. Seventeen references are attached. (SR)

ED 313 499 RIE VOL.25.NO.05 FROM: ED 313 896 0002
DOCUMENT RESUME MAY 1990 TO: ED 314 297

ED 313 896 FL 018 194

Rigg, Pat, Ed.; Allen, Virginia G., Ed.

When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom.

National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-5693-2

PUB DATE- 89

NOTE- 174p.

AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 ($12.95 non-members; $9.95 members, plus postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)

DESCRIPTORS- *Classroom Environment; Classroom Techniques; Cognitive Development; *Curriculum Design; Elementary Secondary Education; *English (Second Language); Language Experience Approach; Language Variation; *Limited English Speaking; Literature Appreciation; *Mainstreaming; *Second Language Learning; Teacher Student Relationship; Teaching Methods

IDENTIFIERS- *Content Area Teaching

A collection of essays addresses aspects of the integration of limited-English-speaking students into the regular classroom. The articles include: "A Quality Program for Learners of English as a Second Language" (Jean Handscombe); "I Grow for a Living" (Carole Urzua); "The Classroom: A Good Environment for Language Learning" (Judith Wells Lindfors); "Literature as a Support to Language Acquisition" (Virginia G. Allen); "Language Experience Approach: Reading Naturally" (Pat Rigg); "Encouraging and Understanding the Visual and Written Works of Second-language Children" (Elizabeth A. Franklin); "Putting Language Variation to Work for You" (Carole Edelsky); "The Cognitive Academic Language Learning Approach" (Anna Uhl Chamot, J. Michael O'Malley); "A Road to Success for Language-minority High School Students" (David Freeman, Yvonne S. Freeman); and "'Teaching' English through Content-area Activities" (Sarah Hudelson). (MSE)

ED 313 912 FL 018 266

Scott, Mary Lee
Younger and Older Second Language Learners: A Comparison of Auditory Memory and Perception.
PUB DATE- 89
NOTE- 50p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (23rd, San Antonio, TX, March 7-11 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Auditory Perception; Comparative Analysis; Language Tests; *Memory; *Older Adults; Outreach Programs; Religious Cultural Groups; Scores; Second Language Learning; *Spanish; *Young Adults
IDENTIFIERS- Mormons

A study evaluated the ability of older adults to accurately perceive and retain Spanish in their short-term memory. Specifically, the study investigated differences in native language (English) auditory perception, short-term native language auditory memory capacity, monolingual age differences in auditory perception ability in an unknown language, and age differences in auditory perception ability among adults with some proficiency in Spanish. Ten different tests of perception, memory, and comprehension in both languages were administered to four groups of current or former missionaries of the Mormon Church. The younger paticipants were between the ages of 19-25, and the older participants were between the ages of 50-79. Participants were English monolinguals and native English-speakers with some Spanish proficiency. Results are reported and examined for each test and group. An analysis suggests that, in general, older adults have a somewhat greater difficulty in perceiving second-language speech. However, both older and younger adults showed similar auditory memory capacity. Every measure indicated greater variation among older adult scores. (MSE)

ED 313 928 FL 800 052

Weinstein-Shr, Gail; Lewis, Nora E.
Language, Literacy, and the Older Refugee in America: Research Agenda for the 90s.
PUB DATE- Nov 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *Adult Literacy; Cambodians; Chinese Americans; Coping; English (Second Language); Family Environment; Hispanic Americans; Hmong People; *Immigrants; Land Settlement; *Language Role; Language Skills; Literacy Education; *Older Adults; *Refugees; Research Needs; Social Values
IDENTIFIERS- *Pennsylvania (Philadelphia)

As the large immigrant/refugee population in the United States ages, mainstream institutions, such as schools, workplaces, and social services, are increasingly challenged to meet the needs of elders. Certain themes and difficulties in acculturation emerge repeatedly, including financial insecurities, health issues, loneliness and isolation, stresses in the family and community in light of changing values, and barriers to accessing mainstream services and resources. All of these issues are somehow linked to language ability and language use, and very little is known about language use in immigrant and refugee households. A discussion of research needs in this area presents observations on the role of language and literacy in the adaptation of Hmong, Khmer, Chinese, and Latin elders in Philadelphia. It is argued that in order to meet the needs of uprooted elders, it is necessary to address the following questions: (1) What are the functions of language and literacy (both English and native language) in the lives of uprooted elders? (2) How do older refugees/immigrants solve problems requiring English language skills? and (3) What is the significance of language in the negotiation of new roles and relationships? It is also suggested that systematic qualitative research is the best way to examine these questions, and an appropriate theoretical framework is proposed. (Author/MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 943 HE 022 963

Cronin, Joseph M.
Business Assistance to Urban College-Bound Students: Models That Work.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Bound Students; Demonstration Programs; Higher Education; *Industry; Inner City; Models; *Philanthropic Foundations; Scholarships; School Business Relationship; *Student Financial Aid; Urban Population
IDENTIFIERS- Massachusetts (Boston); Ohio (Cleveland); *Paying for College

Approaches taken by corporations and foundations to help low-income students from the inner city plan and pay for college are described and discussed. The Cleveland (Ohio) Scholarship Programs were launched in 1967 to provide supplementary scholarship assistance and financial aid counseling to over 1,000 area students annually. Also in Cleveland, the Scholarship-in-Escrow Plan, begun in 1987, sets aside money for secondary school students earning good grades. In 1984, Boston (Massachusetts) built into a privately-sponsored Plan for Excellence in the Public Schools a program called ACCESS for Boston public school students based on Cleveland's original concept. Corporations and area foundations raised an endowment fund of $5.5 million with interest earnings paying for ACCESS counselors and scholarships. In 1988, over 1,000 high school seniors received advice on college attendance and financial aid, with ACCESS awards averaging over $500. The Cleveland and Boston models are important because: (1) all students, not just those from one grade of a school, are eligible; (2) expert counselors provide guidance to students and parents; (3) aid is available year after year; and (4) existing federal, state, and campus aid sources are tapped. Other cities and several states have launched similar initiatives. Twelve additional sources of information are listed. (MSE)

ED 313 957 HE 023 062

Johnsrud, Linda K.; Sagaria, Mary Ann D.
Decisons To Promote or Hire: The Case of University Administrative Appointments. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Selection; Competitive Selection; *Decision Making; Employment Opportunities; Higher Education; *Labor Market; Models; Occupational Mobility; Personnel Policy; *Personnel Selection; *Promotion (Occupational)
IDENTIFIERS- *ASHE Annual Meeting

Internal labor market theory is extended to identify market domains that influence administrative staffing decisions, and a theoretical predictive model about the role of market domains in decisions to promote or hire is proposed and tested. Information is presented as follows: theoretical framework; labor markets within higher education; and the structure of administrative work (administrative unit, functional specialization, position type, and pay level). The theoretical predictive model is a priori posited to address the question of whether decisions to promote or hire are influenced by market domains of the vacancy. Data were gathered from official university personnel records, with all vacancies for regular, full-time positions from each fiscal year (1982-1985) included and analyzed. The findings indicate internal labor market theory offers a rich framework for understanding the functioning of markets in university administrative appointments. The clear patterns of promoting and hiring evidenced confirm that opportunity for promotion and mobility are influenced by market domains associated with the position. Such patterns reflect the practice of hiring officials who are making decisions based upon their perception of a complex array of norms regarding promotion and recruitment within the organization. It is not known to what extent market domains supercede other such considerations in decision making. Contains 34 references. (SM)

ED 313 970 HE 023 075

Chamberlain, Philip

Assessing Institutional Distinctiveness with "Performance Doctrine" Construct. ASHE Annual Meeting Paper.

PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989). Three pages of data tables will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Administration; Educational Quality; Evaluation; Higher Education; *Institutional Advancement; Institutional Characteristics; *Institutional Survival; Marketing; Private Colleges
IDENTIFIERS- *ASHE Annual Meeting; *Institutional Vitality

A special process created for institutions to preserve and promote the qualitative nature of their existence is presented. This process can be used to strengthen their marketing capacity (development, alumni, and public relations, admissions, and enrollment management). The Institutional Distinctiveness Survey (IDS) is described as it was used recently by a state consortium of private colleges to determine the qualitative distinctiveness of member institutions. Examples of its outcome are presented as evidence that institutions differ notably as to what constitutes the distinctive nature of their performance doctrine. The survey differs from others of a similar nature by being more ideological than environmental and having a rating scale and an interview guide. Survey elements consist of the inclined dimensions of doctrine described by R. R. Parsonage (1978). They constitute a full range of human ideals with their essence, relevance, and relationships requiring interpretation by any academic community. The IDS's institution-building guidelines anticipate the need to create administrative procedures for monitoring an institution's accepted performance doctrine by recommending the creation of an "Institutional Distinctiveness Administrative Council" to deal with distinctiveness, administration, and council. Tables are included. Contains 9 references. (SM)

ED 313 983 HE 023 088

Jones, Glen A.
Keeping Legislators Informed: A Study of Feedback from Legislators on Information Provided by the University of Manitoba. ASHE Annual Meeting Paper.
SPONS. AGENCY- Manitoba Univ., Winnipeg.; Ontario Inst. for Studies in Education, Toronto.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication Problems; Educational Legislation; Foreign Countries; Government Role; *Government School Relationship; Higher Education; *Legislators; Politics of Education; Public Officials; *School Attitudes; State Legislation
IDENTIFIERS- *ASHE Annual Meeting; Manitoba; *University of Manitoba (Canada)

A 1986 study was designed to obtain feedback from members of the Legislative Assembly (MLA) of the Province of Manitoba on the information they receive from the University of Manitoba and ways in which the university could keep them better informed. Interviews were done with 47 of the 57 MLAs. Findings indicated the following: the University of Manitoba is not doing a particularly good job of keeping MLAs informed of its interests and concerns; 47% of those interviewed are dissatisfied with the level and types of information they are receiving from the university; 74% would like to receive additional information. Three recurring themes were: (1) legislators place a high value on secondary relations (the unofficial, less formal contacts between government officials and university personnel); (2) institutions should proceed slowly and cautiously in their attempts to improve university-government relations; and (3) the University needs a more positive approach to selling itself. An appendix lists interview guidelines. Contains 11 references. (SM)

ED 313 997 HE 023 106

Sommer, Robert F.
Teaching Writing to Adults: Strategies and Concepts for Improving Learner Performance.
REPORT NO.- ISBN-1-55542-172-5
PUB DATE- 89
NOTE- 274p.; First Edition.
AVAILABLE FROM- Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Learning; *Adult Students; *Curriculum Development; Higher Education; Program Development; Questionnaires; Student Evaluation; Student Motivation; Teaching (Occupation); Teaching Methods; Writing Apprehension; *Writing Instruction; Writing Skills

Theoretical and practical guidance is provided to anyone involved in teaching, curriculum development, or program planning for writing instruction for adult students. A broad range of situations in which adults learn to write are explored. Three parts include 13 chapters on the following topics: (1) understanding the distinctiveness of adult learners (the challenge of teaching adults to write, overcoming writing anxiety, and how an andragogical approach can improve writing); (2) adult-centered techniques for improving writing instruction (assessing learners' needs and abilities, writing activities that motivate adult learners, increasing learner responsibility in the writing process, integrating adults' experiences into expressive writing activities, integrating adults' experiences into transactional writing activities, and evaluating writing assignments and responding constructively); and (3) achieving success with adult learners in different settings (effective writing instruction in the workplace, how to improve college writing courses, handling divergent levels of writing experience, and key strategies for successful writing instruction for adults. The six resources offered are: questionnaires for assessing learners' needs and abilities; a sample form for helping students set writing goals; a general educational development essay scoring guide; an editing guide for students; a sample course evaluation form; and sample creative writing exercises. Contains approximately 105 references. (SM)

ED 314 011　　　　　　IR 014 052

Schlenker, Richard M.

Obtaining Help with Appleworks V1.3 Word Processing Files Using the Apple IIe Computer. First Edition.

Dependents Schools (DOD), Washington, DC. Pacific Region.

PUB DATE- 88

NOTE- 58p.; For other titles in this series, see IR 013 968-979, IR 014 050-055, ED 304 090, and ED 305 087.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Word Processing

IDENTIFIERS- *Apple IIe; *AppleWorks

This guide was developed as a "how to" training device for word processing using AppleWorks on the Apple IIe computer with a Duodisk or two disk drives. Step-by-step instructions are provided for program loading, creating files, accessing and using the help list, copying and moving text, deleting text, using the find option, inserting page breaks, changing file names, using the replace option, setting and removing tabs, and producing bold face text. For each procedure, a diagram of the screen display is included. (GL)

ED 314 026 IR 014 108

Hoover, Joe; Harrison, Betty C.
"Telelearning": A Distance Education Delivery System for Staff Development.
PUB DATE- 22 Nov 88
NOTE- 6p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (New Orleans, LA, November 22, 1988). Reference page contains light print, which may reproduce marginally.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; *Distance Education; Higher Education; *Teleconferencing
IDENTIFIERS- Louisiana State University

This paper discusses the need for institutions to provide instruction for professional development, certification, and continuing education at remote sites. The use of the telephone conference as a delivery system is briefly described. The telelearning system used at Louisiana State University--a delivery system that allows for interaction between teacher and students, with audio and visual data to enhance learning--is then introduced. Two references are listed. (MES)

ED 314 041 IR 014 409

Oversight Hearing on the Office of Educational Research and Improvement (OERI). Hearing before the Subcommittee on Select Education, Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 26 Oct 89

NOTE- 222p.; Serial No. 101-59. For the 1988 Hearing, see ED 305 368; for another 1989 Hearing, see IR 014 408.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Bids; *Competition; Competitive Selection; *Educational Research; Elementary Secondary Education; *Federal Aid; Federal Programs; Government Role; Hearings; High Risk Students; Policy Formation; Public Agencies; Public Schools; *Research and Development Centers; Research Needs; *Specifications

IDENTIFIERS- Congress 101st; Department of Education; *Office of Educational Research and Improvement

This hearing is the first of two to consider whether the priority setting, the guidelines, and the competitive process for the funding of 12 proposed research and development centers (which constitute nearly 80% of the budget of the Office of Educational Research and Improvement (OERI) for center-based research) will be adequate to establish a long-term, productive research and development agenda for education and promote national educational equity. In addition to an opening statement by Major R. Owens (Represtnative from New York and chairman of the subcommittee), this report presents a series of letters from various colleges and universities received by the committee and by OERI in response to the notice on proposed centers in the Federal Register, together with testimony and prepared statements from seven witnesses: (1) James Keefe, Director, Government Relations, National Association of Secondary School Principals; (2) Edward Keller, Executive Director, National Association of Elementary School Principals; (3) Arnold Webb, Senior Researcher-Director, Cooperative School Improvement, Research for Better Schools, testifying for the Council for Educational Development and Research; (4) Ramon Santiago, Professor, Department of Linguistics, Georgetown University; (5) Richard Wallace, Superintendent, Pittsburgh Public Schools; (6) David Imig, Executive Director, American Association of Colleges for Teacher Education; and (7) Arthur E. Wise, Director, Center for the Study of Teaching, the Rand Corporation. Also included are prepared statements from the National School Boards Association and Daniele Ghiolfi Rodamar, Assistant Professor, Department of Language and Foreign Studies, American University. (BBM)

ED 314 055 IR 052 984

Woods, L. B.; O'Brien, Jane E.
Censorship in Massachusetts: An Update.
PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Censorship; Elementary Secondary Education; Higher Education; *Intellectual Freedom; Longitudinal Studies; *Moral Values; Obscenity; Publishing Industry; School Libraries; Tables (Data)
IDENTIFIERS- *Massachusetts

This report updates a 1979 article from the Bay State Librarian about censorship in Massachusetts libraries from 1966 through 1975. Compiled using data from the American Library Association's Office of Intellectual Freedom (OIF), the report provides information about censorship attempts and actions between 1976 and 1982. The definition of censorship in this report includes not only the attempt to suppress materials presenting certain viewpoints in the library or classroom, but also includes such institutions businesses, theatres, television stations, politics, and court decisions because these areas make up a significant number of censorship attempts reported to the OIF. From 1975 through 1982, 56 cases were reported, with 27 cases occurring in Boston, and the others distributed almost evenly among 24 other towns and cities. In educational institutions, censorship cases were most often initiated by school committees, parents, and administrators; in noneducational settings the majority of cases were initiated by the courts, state and local officials, and television stations. Censorship attacks were most commonly prompted by controversial ideas, obscenity, and political issues. Educational institutions were the most affected, with eight censorship attempts in primary schools, six in secondary schools, and one at a university. Non-educational institutions affected included advertisers (2), bookstores (2), broadcasting (4), church (1), clubs (1), community groups (1), prison (1), private home (1), court rulings (6), legislative rulings (3), government agencies (4), presses (5), publishers (3), and theaters (3). Of the 56 cases, 16 were successful, 10 were partially successful, 16 were unsuccessful, and 14 were of unknown status when reported. Seven tables summarize the findings. (36 references) (SD)

ED 314 069 IR 053 003

Johnson, David R.; And Others

Computer Viruses. Legal and Policy Issues Facing Colleges and Universities.

American Council on Education, Washington, D.C.; United Educators Insurance, Chevy Chase, MD.

PUB DATE- May 89

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrative Policy; College Faculty; *Colleges; *Computer Networks; *Computer Software; Contracts; Higher Education; *Legal Problems; Microcomputers; Student Behavior; Telecommunications; Torts

IDENTIFIERS- *Computer Crimes; *Computer Viruses

Compiled by various members of the higher educational community together with risk managers, computer center managers, and computer industry experts, this report recommends establishing policies on an institutional level to protect colleges and universities from computer viruses and the accompanying liability. Various aspects of the topic are addressed, including: (1) what a computer virus is, how it is spread, how it can be detected, the kind of damage it can do, how viruses are created and launched, what makes colleges and universities especially at risk, and available technical protective measures; (2) the legal issues, including criminal statutes, tort liability (i.e., the university's liability for student conduct and its role as employer), contractual implications, and statutory duties related to privacy; and (3) specific priorities and options, such as establishing policies for student and faculty conduct, distribution of information about viruses throughout the campus, limiting access to college computers, establishing operational safeguards, creating an emergency action plan, and developing plans for responding to governmental inquiries. A review of contractual rights and obligations and suggestions for dealing with specific problems are included. (SD)

ED 314 083 IR 053 032

Davis, H. Scott; And Others
A Comparison of Three Instructional Approaches to Online Catalog Instruction: What Students Prefer May Work Best.
PUB DATE- Apr 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Freshmen; Comparative Analysis; Higher Education; *Instructional Effectiveness; *Intermode Differences; *Library Instruction; Microcomputers; *Online Catalogs; *Search Strategies; *Student Attitudes; Transparencies; Users (Information); Video Equipment

This article reports the findings of a study which compared three methods for teaching freshmen at Indiana State University how to use the library's online catalog. The methods were: (1) video projection, which used a large screen video projection system and an IBM-PC to present a "live" search; (2) dual television monitors, which substituted two 25-inch black and white screens for the large screen; and (3) overhead transparencies with a prepared script. Statistical analyses revealed no significant differences between groups for content learned. However, when the video projection and dual television monitor groups were combined to form a "dynamic" media group and were compared to the transparency group ("static" media group), the dynamic media group achieved significantly higher scores than the static media group. Students also had a statistically significant preference for video projection over dual monitors, and dual television monitors over transparencies. It was concluded that, while traditional approaches to library instruction have been shown to be successful, the newer methods appear to be preferred by students and may work best in terms of student learning. Three tables display data about the sample size, test scores, and attitudinal responses. Copies of test items for evaluating student progress and their attitudes toward the instructional treatment are appended. (4 references) (Author/SD)

ED 314 098 IR 053 049

California State University, Bakersfield. Walter W. Stiern Library. Project Specifications.

California State Univ., Bakersfield.

PUB DATE- 14 Jul 89
NOTE- 127p.; The type on the second page which is a map of the California State University, Bakersfield campus is small and blurred and will not reproduce well during filming.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)
DESCRIPTORS- *Academic Libraries; *Building Design; Building Innovation; *Design Requirements; Higher Education; Human Factors Engineering; *Library Facilities; Library Services; Organizational Objectives; *Program Descriptions; Telecommunications; User Needs (Information)

The goal of the new Stiern Library at California State University at Bakersfield, as outlined in the introductory comments to these building and design specifications, is to bring together under one roof the various sources of the university's information and knowledge--i.e., library, computing, and media services--and to deliver information physically, electronically, and through broadcast. It is noted that, if the library is to be successful, it must be a humane place which is warm, inviting, and attractive, and encourages students and faculty to use its facilities. The specifications discuss general conditions for the future library, and describe each area, including: (1) the circulation area; (2) the reference area; (3) government publications area; (4) reader areas and facilities; (5) stack areas; (6) media areas; (7) computer access; (8) technical services areas; and (9) administrative offices. Specifications for each area list its square footage, purpose, features and requirements, spatial and functional relationships, services, and equipment required. The appendix serves as an index and also summarizes data about the specifications (e.g., room dimensions). An executive summary with references to the main report, a graphic representation of the campus master plan, and a summary of spatial relationships are included. (SD)

ED 314 110 JC 900 023

Community College Transfer Performance.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Sep 89
NOTE- 51p.; Prepared by the Research and Analysis Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; American Indians; Black Students; *College Transfer Students; Community Colleges; *Enrollment Trends; *Ethnic Groups; Grade Point Average; Higher Education; Hispanic Americans; *Minority Groups; *Population Trends; Racial Composition; State Colleges; State Surveys; State Universities; Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In 1989, a study was conducted of the transfer function in California community colleges. The study focused on trends in transfer rates, transfer student characteristics, and the prior academic preparation and post-transfer performance of transfer students. Major findings of the study included the following: (1) of every 12 students enrolled in the California community colleges, four identify transfer as a goal, three of the four take a transfer program, two of the three transfers move to a four-year college, and slightly more than one of the two obtain a bachelor's degree; (2) of every 10 transfers, seven go the California State University (CSU) system, one goes to the University of California (UC) system, one goes to a California private institution, and one goes to an out-of-state institution; (3) the number of transfers to CSU and UC increased by over 8% since 1987; (4) the number of Hispanic transfer students increased during the past decade, Black transfers increased during the past 2 years after 3 years of decline, and American Indian transfers have been relatively constant; (5) the percentage of high school graduates who entered a community college within 3 years of transferring to a UC or CSU campus increased to just over 40% in fall 1988, a 15-year high; (6) the transfer rates of White students are higher than those of other racial and ethnic groups, while those of Black students are lower; (7) the community colleges are enrolling fewer students each year who are eligible to attend UC or CSU; (8) after an initial drop in grades, community college students generally perform as well as students who started as freshmen at UC and CSU; (9) whether transfers or native UC/CSU students, Black and Hispanic students do not perform as well as White and Asian students; (10) the number of potential transfer students in California will probably decrease until 1992, and then increase; and (11) the racial and ethnic makeup of high school graduates will probably include more Asian students and far more Hispanic students in the future. Charts and graphs illustrate the data. (JMC)

ED 314 123 JC 900 039

MacDougall, Peter R.; Friedlander, Jack
A Proposed Accountability Model for California's Community Colleges: A Paper for Discussion.
Santa Barbara City Coll., Calif.
PUB DATE- Feb 90
NOTE- 16p.; Discussion paper distributed by the Commission on Research of the California Association of Community Colleges.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; Community Colleges; *Educational Assessment; Educational Legislation; *Educational Objectives; *Evaluation Criteria; Evaluation Methods; Government School Relationship; Models; *Outcomes of Education; Two Year Colleges
IDENTIFIERS- *California

Prepared to ensure that California's community college professionals are aware of present and emerging requirements and options for a statewide accountability system, this paper provides an overview of accountability systems in other states and proposes a model for a California accountability system and specific measures that could be used to meet both state and institutional needs. Introductory sections explain the reasons that the California Association of Community Colleges decided to distribute the discussion paper to its membership, review the legislative mandate for the development of an accountability system, and explain the purposes of the paper. Next, an analysis of the accountability systems of other states discusses state-imposed measures in Florida and Tennessee, state-imposed standards with some measures determined by individual colleges in New Jersey, and state-established accountability categories with institutions determining the measures in Virginia and Colorado. This section also discusses the advantages and disadvantages of various methods used to assess institutional accountability, including student tracking, standardized tests, student self-reports, and factual measures. The next section proposes an accountability approach for California, including: (1) a discussion of the guiding principles of the model; (2) a chart listing methods for measuring the attainment of specific outcomes desired at the state level (e.g., diversity, fiscal stability, and effective programs; and (3) an outline of institutional accountability measures to be used for internal evaluation of the college. Concluding remarks include an assessment of the strengths and weaknesses of the proposed model. (WJT)

ED 314 137 JC 900 069

Heiser, Linda M.; Abbed, Nejla
Two-Year Comparison of Transfer and Native Student Academic Performance: University of Illinois at Urbana-Champaign, Fall 1986 Group.
Illinois Univ., Urbana. Office of School and Coll. Relations.
PUB DATE- Jul 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Transfer Students; Community Colleges; Comparative Analysis; Educational Attainment; *Grade Point Average; Graduation; Higher Education; Longitudinal Studies; Majors (Students); State Universities; Student Attrition
IDENTIFIERS- *Nontransfer Students; *University of Illinois Urbana Champaign

In 1989, a two-year study was completed comparing the academic progress of community college transfers, senior college transfers, and continuing juniors (natives) at the University of Illinois at Urbana-Champaign (UIUC). The study samples were comprised of 673 former community college students and 393 senior college transfers who entered UIUC in fall 1989, and the comparison group of 4,850 natives who were continuing juniors in fall 1986. Student records for fall and spring terms from 1986 to 1988 provided data on academic achievement, as measured by mean UIUC grade point average (GPA), academic status, and continuing enrollment and graduation through four terms after transfer. Highlights of the findings include: (1) community college students entered UIUC with a pre-transfer GPA of 4.28, which is slightly higher than the 4.20 of four-year college transfer group and the previous GPA of 3.99 of native students; (2) neither community college or four-year transfers exceeded or equaled their pre-transfer GPA's during the four terms included in this study, while the natives exceeded their prior GPA's for three of the four terms; (3) 80% of the community college transfers and 83% of the four-year college transfers had graduated or remained enrolled after two years, while the comparable figure for the natives was 93%; (4) 41% of the community college transfers and 42% of the four-year transfers graduated during the two years of the study, as did 71% of the 1986 group of natives; (5) 10% of the community college transfers and 7% of the four-year transfers left UIUC for academic reasons, and 7% of the community college group and 5% of the four-year group were dropped; and (6) community college transfers achieved a lower GPA than four-year transfers or natives in a majority of the 12 subject areas studied. Interpretations of the findings, policy considerations and, data tables are included. (WJT)

ED 314 150 PS 018 246

Hearing on H.R. 770, The Family and Medical Leave Act of 1989. Hearing before the Subcommittee on Labor-Management Relations of the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 7 Feb 89
NOTE- 431p.; Serial No. 101-2. Many of the contributed statements and papers contain small print and will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06151-7, $13.00).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Employer Employee Relationship; Family Caregivers; Federal Government; *Federal Legislation; Fringe Benefits; *Health Insurance; Hearings; *Labor Legislation; Leaves of Absence; *Public Policy; Small Businesses
IDENTIFIERS- Congress 101st; *Family Protection Legislation; *Parental Leave

This report presents testimony concerning the Family and Medical Leave Act of 1989. The bill establishes a basic, minimum labor standard, ensuring job protection to workers who need time off to care for themselves or their family members. The testimony covered the following topics: personal experiences of people whose employment was affected after a leave of absence necessitated by pregnancy or the care of a seriously ill family member; effects of the bill on small businesses and on the employment of women; the need for government to support policies that protect families; the contents of the Family and Medical Leave Act; the importance of the bill for the parent-child relationship; facts related to parental leave; costs of family and medical leave; the need for small business to have the power to provide flexible benefits; the effects of the bill on the nation's economic growth and on public school operation; caregiver profiles; job growth at the state level for states that have implemented family leave policies; and methods of recourse available to employers. (RJC)

ED 314 164 PS 018 472

Carlson, Elaine; Strang, E. William

Chapter 1 Services to Language-Minority Limited-English-Proficient Students: A Substudy of the National Assessment of Chapter 1.

Decision Resources Corp., Washington, DC.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 88
NOTE- 107p.
CONTRACT- 400-85-1008
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Admission Criteria; Comparative Analysis; *Delivery Systems; *Educational Policy; Educational Practices; Elementary Secondary Education; Federal Government; Government Role; *Limited English Speaking; *Minority Groups; National Surveys; Program Descriptions; Tables (Data)
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Legislative History; Program Characteristics; *Program Overlap

This report describes programs and services available to language-minority limited-English-proficient (LM/LEP) students through Chapter 1 or special programs designed for these students. Data address three aspects of the relationship between Chapter 1 and LM/LEP students: (1) Chapter 1's possible provision of English language services in place of non-Chapter 1 LM/LEP programs; (2) problems in selecting LM/LEP students for Chapter 1 services; and (3) the possible conversion of Chapter 1 compensatory education programs into language acquisition programs when LM/LEP students participate. Data suggest that Chapter 1 does not replace special programs for LM/LEP students in the schools. Most districts report that their Chapter 1 selection policies are the same for English proficient and LM/LEP students. Eligible populations for Chapter 1 and special LM/LEP programs often overlap, thus complicating the task of determining which students belong in which program. The role of Chapter 1 English-as-a-Second-Language (ESL) programs in addressing the needs of LM/LEP students raises questions concerning the extent to which these programs substitute for language assistance services for LM/LEP students that are otherwise required by law. Questions also arise over the degree to which compensatory education needs of LM/LEP students can be met in a Chapter 1 ESL program. Survey and study descriptions and support tables for citations are appended. (RH)

ED 314 179 PS 018 491

Lubeck, Sally A.; Garrett, Patricia M.
Pre-Kindergarten Programs in North Carolina: Preferences of Superintendents and Principals.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Z. Smith Reynolds Foundation, Inc., Winston-Salem, NC.
PUB DATE- May 89
NOTE- 25p.
AVAILABLE FROM- Frank Porter Graham Child Development Center, Suite 300, NCNB Plaza, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-8040 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Educational Finance; Facility Requirements; Personnel; *Preschool Education; *Principals; School Organization; *School Role; State Programs; *Superintendents; Teacher Student Ratio
IDENTIFIERS- *North Carolina; *Preference Patterns

This report on prekindergarten programs in North Carolina in 1988 presents information from the first statewide survey of public school administrators concerning the incorporation of 3- and 4-year-olds into public schools. Superintendents and principals were asked to provide factual data on their districts and schools and to express their opinions about types of programs, desired staffing, adult/child ratios, organization, financing, and the adequacy of existing facilities to accommodate prekindergarten children. The questionnaire was designed to cover issues of most concern to policymakers considering public school-based prekindergarten programs. A strong undercurrent in administrators' comments concerned the fact that many children suffer because their families experience difficulties in caring for them. It is maintained that prekindergarten programs can be defined as child-focused rescue missions that help inadequately prepared youngsters function in ordinary school programs. Prekindergarten programs can be designed to support families and enhance cooperation between home and school. Schools can be conceptualized as key elements in a family support system that encompasses such outreach activities as prekindergarten programs, parent education,

technical assistance to family day care homes, and before- and after-school care. (RH)

Toigo, Kathleen
Providing Identification, Assessment, and Resources for Potentially At-Risk Children Ages Two Months to Five Years Attending a Hospital Based Child Care Center.
PUB DATE- 89
NOTE- 63p.; Master's Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Ability Identification; *At Risk Persons; Consultation Programs; *Data Collection; *Day Care; Early Childhood Education; Educational Diagnosis; Informal Assessment; Referral; Screening Tests; *Student Evaluation; *Test Selection; Test Use
IDENTIFIERS- *Developmental Delays

A day care director of a center sponsored by a metropolitan medical center designed and implemented a practicum study to address the lack of a system for identifying and assessing high-risk children. The practicum was also intended to develop a program which would respond to teachers' concerns for children with special needs and obtain positive endorsements from teachers at the center. Registration forms were revised to include health and developmental information provided by parents. A new screening instrument was reviewed, selected, and implemented in student evaluations. A reference manual was compiled for center staff. The manual provided guidelines for step-by-step responses to students with problems. The manual also included lists of behaviors suggesting special needs status, of behavioral and developmental signs of high risk, and of resources for children; documentation strategies; conference recommendations; and parental release forms. Evaluation data indicated a favorable response to the project on the part of the center staff. There was an increase in the percentage of children's evaluations completed. A committee of parents and hospital personnel determined that the project had yielded a plan that would identify and provide follow-up services to children who might be at-risk. Related materials, such as the manual, registration form, and survey forms, are appended. (RH)

ED 314 208 PS 018 539

Silvernail, David L.
Developing Positive Student Self-Concept. (Second Edition).
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1692-0
PUB DATE- 85
NOTE- 67p.
AVAILABLE FROM- Publications Department, National Educational Association, Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1692-0, $7.95. No shipping charge on prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Definitions; *Educational Diagnosis; Elementary Secondary Education; *Individual Development; Intervention; Resource Materials; *Self Concept; Self Esteem; Student Improvement; *Teacher Role
IDENTIFIERS- *School Effects

This publication reviews empirical research in an effort to: (1) help educators improve their understanding of self-concept development; and (2) identify effective strategies for developing positive student self-concepts. An introduction and a brief section on definitions is followed by a discussion of early (pre-school) self-concept development. The topic of schooling and self-concept development is then discussed in terms of the impact of school variables and self-concept enhancement strategies on student self-concept. A discussion of the teacher's role in self-concept enhancement follows, focused on diagnosis of student self-concept and the planning of intervention strategies. It is concluded that the impact of schools in general and teachers in particular on the self-images of youth can be negative, but that concerted efforts to bring about positive changes frequently succeed. In addition, future research should respond (1) to the need for more action research to identify effective change strategies and (2) to the need for a more comprehensive understanding of the construct of self-concept. Such an understanding would be particularly concerned

with the way in which self-concept develops, what influences it, how it changes, and how the changes can be measured. Over 225 references are cited. (RH)

ED 314 222 RC 017 246

Mokler, Mary M.

Learning Guide for New Mexico Teens Talk.

New Mexico Organization on Adolescent Pregnancy and Parenting, Albuquerque.
SPONS. AGENCY- New Mexico State Dept. of Health and Environment, Santa Fe.
PUB DATE- Jun 89
NOTE- 7p.
AVAILABLE FROM- New Mexico Organization on Adolescent Pregnancy and Parenting, P.O. Box 35997, Albuquerque, NM 87110.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Early Parenthood; *Peer Counseling; Peer Influence; Pregnant Students; Rural Areas; Rural Youth; Secondary Education; Secondary School Students; Unwed Mothers; *Youth Problems
IDENTIFIERS- *New Mexico

Teens Talk is a project conducted to develop peer leadership among pregnant/parenting teens (both male and female) by participation in panels. After training, the panels present information as well as experiences and attitudes to adult community groups to raise awareness and support, to youth groups to prevent teen pregnancy, and to other pregnant/parenting teens for whatever is needed at the time. This Learning Guide contains information on forming new teen panels in rural communities in New Mexico. Emphasis is on ingredients that make a panel function well, given the cultural differences, geographic distances, and rural and isolated nature of many New Mexico communities. The Learning Guide serves as a tool for adult facilitators who wish to use a teen panel to facilitate peer leadership among pregnant/parenting teens or to get information to other groups. Sections cover: (1) reasons for the panel format; (2) advantages of the panel over the support group; (3) steps in setting up Teens Talk programs; and (4) considerations in working with pregnant and parenting teens. Eleven additional resources are listed. (ALL)

ED 314 235 SE 050 679

Loucks-Horsley, Susan; And Others
Developing and Supporting Teachers for Elementary School Science Education.
Biological Sciences Curriculum Study, Boulder, Colo.; National Center for Improving Science Education, Andover, MA.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 106p.; For related reports, see SE 050 680-681.
GRANT- RI68B80001
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Science; Inservice Teacher Education; Preservice Teacher Education; Science Education; *Science Teachers; Science Teaching Centers; *Teacher Centers; Teacher Certification; Teacher Education; *Teacher Education Programs; *Teachers; Teaching Models

This report describes the kinds of preparation and continual staff development elementary school teachers need to help them acquire the knowledge, skills, and attitudes to foster science learning. In addition, the conditions and support needed to create an environment where good science teaching can flourish are discussed. Chapters included are: (1) "Introduction" (discussing the settings for science teaching and teacher knowledge and skills); (2) "Teacher Development" (discussing early, middle, and later phases); (3) "Organizational Structures and Support" (describing clear purposes and outcomes, resources and allocation, conception of staff development, organizational norms, involvement in decision making, and leadership and support); and (4) "Recommendations" (containing 11 suggestions for the local, state, or national level). (YP)

ED 314 251 SE 051 108

MacDonald, Dougal

Teaching Science for Understanding: Implications of Spontaneous Conceptions and the History of Science.

PUB DATE- Sep 89

NOTE- 306p.; M.A. Thesis, University of Calgary.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Structures; Concept Formation; *Elementary School Science; Foreign Countries; Grade 6; Intermediate Grades; *Misconceptions; *Optics; Physics; *Science History; *Science Instruction; Science Materials; *Scientific Concepts

IDENTIFIERS- *Canada

This study explored the usefulness of an approach to science instruction which specifically considered children's spontaneous conceptions about natural phenomena. The aim of the instruction was the development of conceptual understanding. The instructional approach involved diagnosing children's spontaneous conceptions, making them aware of their conceptions, having the children discuss their conceptions, having them test their conceptions, and bringing children to a more scientific understanding in light of their instructional experiences. Special attention was paid in the study to the history of science as a heuristic for predicting children's spontaneous conceptions and as a resource for helping children to develop a more scientific understanding and a better understanding of science. The study was conducted in a grade six Canadian elementary classroom. The science content was a unit on optics selected by the classroom teacher. Data were collected through pencil-and-paper evaluations, interviews, daily response journals, and taped recordings of student discussions. In the data analysis consideration was given both to the overall changes in understanding of the whole class and to the specific changes in understanding of three individual students. Materials for the test and instruction are appended. (Author/YP)

ED 314 267 SE 051 125

Stonebarger, Bill

The Expanding Universe: Time, Space and Spirit--Keys to Scientific Literacy Series.

REPORT NO.- ISBN-1-55979-004-0
PUB DATE- 90

NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.

AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Astronomy; Elementary Secondary Education; *Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Space Sciences; Technology

Nearly every culture has made important discoveries about the universe. Most cultures have searched for a better understanding of the cosmos and how the earth and human life relate. The discussion in this booklet considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of astronomy, a time line related to these concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggetions are included. (CW)

ED 314 283 SE 051 158

Clements, Sue; And Others
Entomology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classrrom Use. Zephyr Learning Project.
REPORT NO.- ISBN-0-913705-00-4
PUB DATE- 83
NOTE- 103p.; For other units in this series, see SE 051 153-162.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP12-R, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Elementary Education; *Elementary School Science; *Entomology; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Science Activities; Science Education; *Secondary School Science; Zoology

These reproducible entomology units are an introduction to a fascinating world within a world. Originally designed for gifted students, these units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of entomology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 314 012 IR 014 053

Schlenker, Richard M.; Schlenker, Deborah S.
Printing Appleworks V1.3 Spreadsheet Files Using the Apple IIe Computer. First Edition.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 88
NOTE- 19p.; For other titles in this series, see IR 013 968-979, IR 014 050-055, ED 304 090, and ED 305 087.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Spreadsheets
IDENTIFIERS- *Apple IIe; *AppleWorks

This guide was developed as a "how to" training device for printing spreadsheet files using AppleWorks on the Apple IIe computer with a Duodisk or two disk drives. Step-by-step instructions are provided for selecting the print option; printing entire files; and for printing specific rows, columns, or blocks of the file. For each step, a diagram of the screen display is included. (GL)

ED 314 027 IR 014 109

Rodgers, Robert J.
TUNE UP (Technology Utilization Needs Enhancement--Understanding Progress).
PUB DATE- 21 Nov 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (New Orleans, LA, November 21-24, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Planning; *Educational Technology; Elementary Secondary Education; Information Technology; *Learning Resources Centers; Library Automation; *Library Role; Models; School Libraries

This paper provides a framework for a plan for the utilization of technology in a school district. An example of a set of proficiencies for the use of computers by students at various grade levels is offered as a model for the computer literacy component of a district master plan. Other components discussed are the supervision and management of technology and staffing, training, and support for instructional, administrative, and support staff. It is argued that the school library media center is the natural place for implementing technology in the school and the objectives of the school library media program, as stated in the American Library Association's guidelines, "Information Power," are listed in support of this position. Various technologies appropriate for use in the school library media center are also described: computerized inventory and circulation; electronic card catalogs; external databases; encyclopedias on compact disk; laser disk collections; camcorders and videocassette reorders; library networking; facsimile machines; large screen projection units; and minicomputer laboratories. The paper concludes by presenting three strategies important to a commitment to technology in education: (1) bring more technology into the schools; (2) place personnel responsible for managing technology in positions within the organization where they can be effective; and (3) develop media centers to provide a foundation and continuity in mastering the processing of information. (23 references) (MES)

ED 314 268 SE 051 126

Stonebarger, Bill
Living in Space: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-016-4
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Elementary Secondary Education; *Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Space Exploration; Space Sciences; Technology

The idea of flight and space travel are not new, but the technologies which make them possible are very recent. This booklet considers time, space, and spirit related to living in space. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of flight and space sciences, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 284   SE 051 159

Tanner, Joey
Archaeology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.
REPORT NO.- ISBN-0-913705-02-0
PUB DATE- 83
NOTE- 78p.; For other units in this series, see SE 051 153-162.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP09-R, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; *Archaeology; Elementary Education; *Elementary School Science; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Science Activities; Science Education; *Secondary School Science; Social Studies

Originally designed for gifted students, these reproducible archeology units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of archaeology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 897 FL 018 220

Rodamar, Daniele Ghiolfi
"Strength Through Wisdom" Revisited: Reauthorization of OERI and the Need for a Center for Research on Foreign Language Learning. Written Statement for Subcommittee on Select Education Hearing on Reauthorization of the Office of Educational Research and Improvement. Offered at the Invitation of the Joint National Committee for Languages.
PUB DATE- 26 Oct 89
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Articulation (Education); Educational Technology; Elementary Secondary Education; *Federal Legislation; Federal Programs; Hearings; Instructional Materials; Language Research; Material Development; Postsecondary Education; *Public Agencies; Research Administration; *Research and Development Centers; *Research Needs; *Second Language Instruction; Teacher Education; Teacher Improvement; Teacher Supply and Demand

This statement discusses issues surrounding the reauthorization of the Department of Education's Office of Educational Research and Improvement (OERI) focus on the need for continued research on diverse aspects of language education. Background information and research on the need for second language instruction in the United States is reviewed, and recent initiatives from various sectors supporting the growth and improvement of foreign language education are described, including existing and proposed federal legislation. The low priority afforded research on language education is highlighted, and areas in which substantial research and program development are needed for improving classroom instruction are outlined. OERI's potential role in such research is discussed. (MSE)

ED 313 913 FL 018 267

Kubota, Mikio
Question-Answering Behaviors in ESL and EFL Classrooms: Similarities and Differences.
PUB DATE- 6 Dec 89
NOTE- 48p.; Master's research paper, Georgetown University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Classroom Communication; Comparative Analysis; *English (Second Language); Language Research; Language Teachers; Native Speakers; Oral Language; *Questioning Techniques; *Responses; Second Language Instruction; *Student Reaction
IDENTIFIERS- Wh Questions

A study examined student responses to teacher-initiated questions in classrooms of English as a Second Language (ESL) and English as a Foreign Language (EFL). The study focused specifically on the similarities and differences in the questions asked by native-speaking (NS) teachers of ESL and by non-native-speaking (NNS) teachers of EFL, and to assess the relationship between teachers' question types and students' responses. Results suggest that: (1) the power of wh-questions is strong, triggering longer and more syntactically complex utterances than yes/no questions; (2) teachers should note that higher-level cognitive questions might increase the length and syntactic complexity of students speech; (3) NNS teachers may paraphrase questions in more cases, but not simply repeat them with one turn when students have difficulty answering; (4) in some contexts, teachers should give students frequent speaking turns and as much speaking time as possible; and (5) as in natural discourse outside the classroom, two-way or multi-way exchange of information is ideal for genuine communication. Further research on interactional features of teachers' questions, characteristics of followup questions, relationships between syntactic and cognitive question types, and the relationships between length and complexity of teacher questions and student responses is recommended. (MSE)

ED 313 929 FL 800 054

Wermuth, Thomas R.; Maddy-Bernstein, Carolyn
Exemplary Career/Vocational Education Programs for Special Populations.
PUB DATE- 14 Oct 89
NOTE- 13p.; Paper presented at an International Conference of the Council for Exceptional Children's Division on Career Development (5th, October 14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adults; *Disabilities; *Disadvantaged; Dislocated Workers; Displaced Homemakers; Dropouts; English (Second Language); Immigrants; Individual Needs; Limited English Speaking; *National Surveys; Nontraditional Students; One Parent Family; Prisoners; *Program Design; *Program Effectiveness; Research Methodology; Vocational Directors; *Vocational Education; Vocational Education Teachers; Youth

The Technical Assistance for Special Populations Program of the National Center for Research in Vocational Education (University of Illinois site) undertook a national survey of professionals in vocational education for special needs students to determine how they identify effective programs. Of 500 questionnaires distributed, 366 were returned. Respondents hold a variety of positions in diverse educational settings, most at the secondary level. The primary group of special needs students served were those with disabilities, but also included disadvantaged, dropouts, single and teen parents, limited-English-proficient individuals and immigrants, nontraditional students, displaced homemakers, dislocated workers, and prisoners and offenders. Respondents rank-ordered five elements of outcome-related evidence believed to be most credible in judging program effectiveness. Based on this information, 19 components of exemplary programs were categorized as concerning program administration, curriculum instruction, comprehensive support services, formalized articulation and communication, or occupational experience. These factors will be used in a national search for exemplary programs, and are currently being pilot-tested at six sites. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Funding Schools and Colleges To Reach Educational Goals.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 89
NOTE- 11p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Educational Finance; *Educational Objectives; *Educational Quality; Higher Education; *Productivity; *State Aid; State Standards; *Statewide Planning

States should strive for national, and increasingly international, standards in education. States that set educational goals will need to know what indicators of progress will signal to citizens, educators, and government leaders that they are moving toward or reaching those goals. In a separate report, the Southern Regional Education Board has suggested 12 goals and specific indicators of progress for each; this report presents information pertaining to the goal of maintaining or increasing the proportion of state tax dollars for schools and colleges while emphasizing funding aimed at raising quality and productivity. It proposes that indicators of progress in this case include: (1) providing annual financial statements to governors, legislators, and citizens on success in implementing funding plans for education; (2) agreeing at the state level on funding plans that emphasize raising quality and productivity; (3) evaluating the effectiveness of selected school and collegiate programs and linking the results to funding decision; and (4) establishing a state competitive grant process that assigns dollars where they will have the biggest impact on promoting specific initiatives. Specific suggestions and supporting information are given. (MSE)

ED 313 958 HE 023 063

Spencer, Melinda G.; And Others
Faculty Satisfaction and Motivation: How Faculty Perceive Themselves in the Institutional Environment. ASHE Annual Meeting Paper.
National Center for Research to Improve Postsecondary Teaching and Learning, Ann Arbor, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
GRANT- G008690010
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *College Environment; *College Faculty; Community Colleges; *Faculty College Relationship; Higher Education; Institutional Characteristics; *Job Satisfaction; *Motivation; *Organizational Climate; Resources; Women Faculty
IDENTIFIERS- *ASHE Annual Meeting

The effect of the institutional culture on faculty commitment, motivation, and satisfaction when filtered through other factors in the organizational environment was investigated. Preliminary findings from research on "The Organizational Context for Teaching and Learning" at the National Center for Research to Improve Postsecondary Teaching and Learning at the University of Michigan are presented. Data were collected by a survey with 164 items distributed over nine topical areas: academic culture; academic innovation; academic workplace; academic management climate; faculty motivation and effort; faculty involvement; academic administrative support; resource availability; and personal data. It was given to full-time administrators and faculty at 10 institutions. Thirty paths of interest were identified as a result. The most prominent faculty characteristic affecting perceptions of satisfaction, motivation, and commitment was gender. Women consistently viewed organizational environment more positively than men, and so were more satisfied and motivated. The community colleges in the study were distinct from the liberal arts and comprehensive institutions in the way that culture and climate interacted to affect personal satisfaction, commitment, and motivation to undergraduate education. The fact that governance style was a significant indicator in predicting environmental characteristics reflects the overall impact of governance style on institutional climate, personal satisfaction and motivation. Tables and figures are included. Contains 35 references. (SM)

ED 313 971 HE 023 076

Hardy, Cynthia; Zammuto, Ray

Strategy, Structure and Style in Brazilian Universities. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 58p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Bureaucracy; Collegiality; *Decision Making; *Educational Planning; Foreign Countries; Governance; Higher Education; *Leadership Styles; Models; Politics; Supervisory Methods

IDENTIFIERS- *ASHE Annual Meeting; *Brazil; Strategic Planning

Configuration, strategy, and leadership style in five Brazilian universities are examined. Though research tends to focus on the university as a professional bureaucracy, it is demonstrated that other configurations are also applicable. The link between configuration and strategy making is traced, with insights into how strategies are formed in universities provided. Ways in which leaders set strategic direction are examined. Topics of discussion are: (1) decision making and structure in higher education (bureaucracy, collegiality, political model, organized anarchy, mixed models, and models of governance in higher education); (2) the business literature; (3) configuration: a framework for analysis; (4) strategy making in the university; (5) Brazil's universities; (6) university configurations (organized anarchy, the political arena, the adhocracy, the missionary organization, and the machine bureaucracy); (7) strategy making (disconnected academic strategy, emergent strategy, umbrellas and ideology, and planned and unrealized strategy); and (8) leadership style and strategy. Administrators may focus on elements other than academic strategy. Academic strategy corresponds to university outputs (research and teaching) and inputs (staff and students). Physical strategy is related to the various support components on which the university relies to get its work done (physical facilities, fund raising, and support staff). They are usually centralized functions and are more amenable to central intervention. A third area concerns the governance of the university which can facilitate the work of the university or perhaps impede it. Contains 86 references. (SM)

ED 313 984   HE 023 089

Raphael, Lawrence W.
Leadership and Excellence in Christian Theological Seminaries. ASHE Annual Meeting Paper.

PUB DATE- Nov 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Church Related Colleges; College Faculty; Higher Education; *Institutional Characteristics; *Leadership Qualities; Religious Education; Staff Role; Supervisory Methods; *Theological Education
IDENTIFIERS- *ASHE Annual Meeting; Chief Executive Officers

The investigation analyzed survey results from 18 Chief Executive Officers (CEOs) and about 500 faculty and staff of accredited Protestant and Roman Catholic theological seminaries. The two research hypotheses were: (1) there is a relationship between leadership match and internal measures of organizational effectiveness as represented by the scores on the instrument used and (2) there is a relationship between leadership match and the external measures of ranked institutional quality. Characteristics of the schools that were examined were: school type; school sex; CEO years of service; school enrollment trends; and school size. There was also an in-depth examination of nine effectiveness dimensions and jury ranking. After an evaluation of the different scores of each seminary in different effectiveness dimensions, a visual profile emerged and the arrangements of seminaries in clusters of effectiveness dimensions was possible: elite, mediocre, and external oriented. Results indicated: there is a significant relationship between internal and external measures of effectiveness and physical attributes of the particular seminary; seminaries that do well in externally oriented areas have low effectiveness scores on morale and internal process effectiveness and in academic areas; and the total impact of leadership as measured by this study does not emerge as being as important as other qualities and characteristics (e.g. strong faculties, growing endowments, and coeducational). Contains 5 references. (SM)

ED 313 998 HE 023 108

Vandament, William E.

Managing Money in Higher Education. A Guide to the Financial Process and Effective Participation Within It.

REPORT NO.- ISBN-1-55542-192-X
PUB DATE- 89
NOTE- 155p.; First Edition.
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Budgets; College Administration; College Faculty; College Planning; *Educational Finance; Educational Planning; *Financial Policy; Fund Raising; Higher Education; *Money Management; Resource Allocation; School Business Officials; School Funds

A primer on financial management for college and university program officers and faculty who have moved from fields other than business into positions of administrative responsibility is presented, stressing that effective financial management of an institution is not only the responsibility of professional financial staff but also of those who are charged with conducting its programs. The phases that higher education institutions move through to obtain resources and spend them wisely are described, noting how program administrators in all areas can be key players during each phase. Each chapter concludes with case studies that unveil either common pitfalls or creative financial management. Seven chapters cover the following topics: financial management in academic institutions, an overview; assessing factors that affect financial needs and plans; developing a realistic budget and financial plan; managing and controlling the flow of money; evaluating and adjusting the plan; analyzing costs and revenues for reallocation decisions; and building competence in financial planning and management. A glossary of financial terms is included. Contains 33 references. (SM)

ED 314 056 IR 052 985

Woods, L. B.; Cook, Kathleen M.
The Rape of the Statue of Liberty?
PUB DATE- 82
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Censorship; Elementary Secondary Education; Higher Education; *Intellectual Freedom; Longitudinal Studies; *Moral Values; Obscenity; Public Libraries; Publishing Industry; School Districts; School Libraries; Tables (Data)
IDENTIFIERS- *New York

Compiled using data from the American Library Association's Office of Intellectual Freedom (OIF), this report provides information about censorship attempts and actions in New York between 1966 and 1980. The purpose of this article is to provide New York librarians and educators with information on: (1) number of censorship cases reported; (2) locations of attempts; (3) sources of attempts; (4) reasons for attack; (5) types of institutions affected; (6) materials under attack; and (7) the outcomes of censorship attempts. During this time period, 85 cases were reported. It is noted, however, that an estimated 85% of censorship incidents are never reported to the OIF; therefore, New York's actual censorship rate could be significantly higher. Seventeen cases occurred in New York City, and the others were distributed among 50 other towns and cities. The peak years were 1970 and 1971; a decrease was noted from 1973 to 1980. Censorship cases were often initiated by administrators, parents, school trustees, and a variety of leadership figures. The institutions affected were elementary schools (5); junior high schools (8); senior high schools (33); colleges and universities (20); public libraries (8); and school districts (11). Censorship attacks were most commonly prompted by incidents of a sexual nature, obscenity, language, and racism. Of the 85 cases, 23 were successful, four were partially successful, 42 were unsuccessful, and 16 were of unknown status at time of report. Seven tables provide summaries of the data analyses and a list of the books, films, and other materials targeted for censorship. (28 references) (SD)

ED 314 070 IR 053 004

Price, Douglas
Federal Information Policies: The Congressional Initiative. A Summary of Proceedings of the Annual Forum on Federal Information Policies (6th, Washington, D.C., March 22, 1989).
Federal Library and Information Center Committee, Washington, DC.
PUB DATE- 89
NOTE- 80p.; For the proceedings of the Fifth Annual Forum (1988), see ED 301 215.
AVAILABLE FROM- Videotapes of the forum are available for viewing or purchase from the Motion Picture, Broadcasting, and Recorded Sound Division, Library of Congress, Washington, DC 20540.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Information; Depository Libraries; *Electronic Publishing; *Federal Government; Government Publications; Government Role; *Information Dissemination; Legislators; *Policy Formation
IDENTIFIERS- *National Information Policy; Privatization; United States

This booklet summarizes the proceedings of a forum--whose audience consisted of over 200 library and information managers, congressional staff members, and persons from the information industry and academic community--on the condition of federal information policies as they relate to the Congressional initiative. Among issues discussed are: (1) the role of Congress in formulating information policies, and how that role is balanced by the executive and judicial branches; (2) the practicality and desirability of centralized control over the dissemination of government information; and (3) the inhibiting impact of the costs of acquiring information in electronic formats on access to that information. Speakers whose remarks are summarized are: Congressman Robert E. Wise, Jr., (Democrat--West Virginia); Harold C. Relyea, Congressional Research Service (CRS); Ralph Nader, consumer advocate; Walter Berns, Georgetown University and American Enterprise Institute for Public Policy Research; John H. Gibbons, Office of Technology Assessment (OTA); Nancy Kranich, New York University Libraries; Susan K. Martin, U.S. National Commission on Libraries and Information Science (NCLIS); Robert M. Rosenzweig, Association of American Universities; and Anthony G. Oettinger, Harvard University. Three presentations are also included in full text: (1) "Keynote Address" (Robert E. Wise, Jr.); (2) "Congressional and Federal Information Policies: The Bicentennial Record and the Future" (Harold C. Relyea); and (3) "Scholarship and the Need for Information" (Robert M. Rosenzweig). (SD)

ED 314 084 IR 053 034

Seiser, Virginia
Database Reviews: Legal Information.
PUB DATE- May 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Libraries; *Bibliographic Databases; Computer System Design; Higher Education; *Indexes; *Online Searching; Online Vendors; Special Libraries; Users (Information)
IDENTIFIERS- BRS Information Technologies; DIALOG; *Laborlaw I; Legal Information; *Legal Resource Index

Detailed reviews of two legal information databases--"Laborlaw I" and "Legal Resource Index"--are presented in this paper. Each database review begins with a bibliographic entry listing the title; producer; vendor; cost per hour contact time; offline print cost per citation; time period covered; frequency of updates; and size of file. A detailed discussion and assessment of each of the databases is also provided. "Laborlaw I," a comprehensive index and abstracting service for all U.S. federal and state court and administrative agency decisions pertaining to labor relations, is characterized as being a specialist's database. It is argued that the pervasive use of legal phraseology, extensive abbreviations, technical nature of the material indexed, and the complex file structure of this database make it most suitable for use in legal or academic libraries. "Legal Resource Index," a database that provides cover-to-cover indexing of 750 law reviews and bar association journals, law newspapers, and selective law-related articles appearing in standard magazine indexes, is assessed as being appropriate for the end-user as well as the information specialist. However, it is suggested that an "intended audience" field would be a useful addition, allowing the layperson or practitioner to refine search results at a desired level. (SD)

ED 314 099 IR 053 067

Eisenberg, Michael B.; And Others
Trends and Issues in Library and Information Science, 1988.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IR-81; ISBN-0-937597-24-4
PUB DATE- Dec 88
NOTE- 44p.; For a companion study on educational technology, see ED 308 859.
CONTRACT- RI88062008
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-81; $4.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Content Analysis; Elementary Secondary Education; Futures (of Society); Higher Education; Information Science; Learning Resources Centers; *Library Administration; *Library Education; *Library Research; Library Role; *Library Services; *Technological Advancement; Trend Analysis

This synthesis paper provides a state-of-the-art analysis of the field of library and information science based on the results of a content analysis of its literature, including selected journals, conference proceedings, dissertations, and ERIC input. The 18 trends and issues identified by the analysis include developments in technology, management, services, professional education, and research and theory. The following trends are discussed: (1) CD-ROM's emergence as a major technology; (2) the effects of technology on the work done by library and information science personnel; (3) the impact of technology on ways information is presented; (4) the incorporation of planning processes into library management activities; (5) increased concern about the quality of collections; (6) new ways to promote literature and literacy; (7) the need to incorporate technology as a method of bibliographic instruction; (8) libraries' attempt to provide quality literature and services to the widest possible constituency; (9) librarian's professional image and identity; (10) the expanded roles and responsibilities of library and information professionals; (11) the need to provide library education in specific areas; (12) continuing education opportunities; (13) the impact of "Information Power" on the school library media field; (14) the information professional's recognition of ethical responsibilities; (15) concerns of information retrieval; (16) new research involving technological developments; (17) the application of methods from related fields to the problems of library and information science; and (18) bibliometrics. (SD)

ED 314 124 JC 900 054

Usera, John J.
Guidelines for Individual Professional Development Plans.
Labette Community Coll., Parsons, KS.

PUB DATE- 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; Community Colleges; *Faculty Development; Personnel Evaluation; *Personnel Policy; *Professional Development; Program Descriptions; Released Time; Sabbatical Leaves; School Personnel; *Staff Development; Teacher Employment Benefits; Two Year Colleges
IDENTIFIERS- *Labette Community College KS

Developed for faculty, administrators, and other classified and professional staff at Labette Community College (LCC), this booklet presents guidelines for establishing individual professional development plans (IPDPs) to foster continued education and development, and for obtaining funding of approved plans. Chapter I provides a rationale for continuing education and outlines the stages of professional development. This section also provides an overview of the five stages in the design and implementation of an IPDP: (1) the individual should consult his/her supervisor to identify any specific areas or job responsibilities that need to be strengthened; (2) the individual should complete the IPDP Form, stating the long- and short-range goals, the anticipated completion date, and costs; (3) the completed form should be submitted to the person's immediate supervisor for further consultation and approval; (4) once approved at the supervisory level, the plan is reviewed by the Professional Development Committee, which approves funding; (5) once the IPDP has been carried out, a conference is held between the individual and his/her supervisor to evaluate the success of the development plan; and (6) a summary report of the conference is placed in the individual's personnel file. Chapters II, III, and IV present specific IPDP guidelines for faculty, professional support staff, and classified staff. Each of the chapters sets forth the purpose of the IPDP program, outlines the steps in plan development, and explains the procedures for submitting IPDP's for approval and funding. In addition, provisions for sabbatical leaves are explained for faculty and professional staff. A copy of the IPDP form and information on the Professional Development Committee are appended. (JMC)

ED 314 151 PS 018 318

Epstein, Joyce L.; Dauber, Susan L.
Teacher Attitudes and Practices of Parent Involvement in Inner-City Elementary and Middle Schools. Report No. 32.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 38p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Organization; Curriculum; *Educational Practices; Elementary Education; *Elementary Schools; *Inner City; Intellectual Disciplines; *Middle Schools; *Parent Participation; *Teacher Attitudes; Urban Education

This study uses data from 171 teachers at eight inner-city elementary and middle schools in Baltimore to examine general patterns and connections between teacher attitudes about parent involvement, school programs, and the actual practices that teachers use. These patterns are examined at different academic levels, in different academic subjects, under different classroom organizations, and under different levels of support for parent involvement. Classrooms were self-contained, semi-departmentalized, or departmentalized. Results are discussed in terms of: (1) how teachers feel about parent involvement in general; (2) interrelationships between five types of parent involvement; (3) parent participation practices that are most important to teachers of different subjects, including English/language arts, reading, mathematics, science, and social studies; (4) the effects of school level, student and teacher characteristics, and specific teacher practices on school programs of parent involvement; and (5) the effects of levels of support for parent participation on the strength of school programs. Discussion formulates conclusions from the data that warrant further study. (RH)

Howze, Kate; Howze, Wendell M.
Children of Cocaine: Treatment and Child Care.
PUB DATE- Nov 89
NOTE- 19p.; Factsheets presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cocaine; *Day Care; Demography; *Drug Abuse; Drug Addiction; Early Childhood Education; *Early Intervention; *Family Characteristics; History; Infants; Intervention; *Mothers; Parenting Skills; Pregnancy; Prenatal Influences; Preschool Children; Resource Materials; Substance Abuse

Information concerning the treatment and care of children addicted to cocaine is provided. Contents: (1) describe the drug; (2) put cocaine use in its historical and demographic perspectives; (3) report findings of a study documenting the incidence of maternal substance abuse in Pinellas County, Florida; (4) point out false perceptions, misconceptions, and myths related to cocaine; (5) provide the March of Dimes Birth Defects Foundation's answers to questions about cocaine use during pregnancy; (6) list substances most commonly abused during pregnancy and their effects on mother and baby; (7) describe techniques mothers may use to comfort their addicted babies; (8) list characteristics of children addicted to cocaine and their parents; and (9) describe the goals and objectives of a preschool intervention substance abuse curriculum that focuses on improving toddlers' and preschoolers' self-esteem, ability to resist peer pressure, and knowledge about drugs. Concluding sections explore the likely future of day care services and list sources of additional information. (RH)

ED 314 180 PS 018 500

Hillman, Carol B.
Creating a Learning Climate for the Early Childhood Years. Fastback Series No. 292.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-292-5
PUB DATE- 89
NOTE- 35p.
AVAILABLE FROM- Phi Delta Kappa, Eighth Street and Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 ($0.90; $0.75 to Phi Delta Kappa members).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; *Early Childhood Education; Hidden Curriculum; *Parent Teacher Cooperation; *Playgrounds; *Teacher Role
IDENTIFIERS- *Teacher Collaboration; *Transition Time

Dimensions of a rich and nurturing learning climate for the early childhood years are discussed. Contents focus on: (1) the early childhood scene; (2) the teacher's role in creating a positive learning climate; (3) the transition from home to school during the first few days of school; (4) the outdoor classroom; (5) school climate and staff interaction; and (6) the process of working with parents to create a positive learning climate. It is concluded that a positive school climate is reflected in the way the classroom is arranged for a rich, developmentally appropriate curriculum and in the way the staff work together on school activities. A positive school climate nurtures children, parents, teachers, and, above all, the love of learning. (RH)

ED 314 195 PS 018 521

Kyle, John E.; Page, Clint
Your City's Kids.
National League of Cities, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Rockefeller Foundation, New York, N.Y.
PUB DATE- 88
NOTE- 24p.
AVAILABLE FROM- Publications Sales, National League of Cities, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Childhood Needs; *City Officials; *Community Services; *Family Problems; Local Government; *Program Development; Program Guides; *Urban Improvement; Urban Planning

This booklet serves as a guide for city officials to use when evaluating the status and needs of children and families in their cities and planning services for them. The booklet is divided into five sections. The first section identifies the reasons that city officials should care about their city's children. The second section provides a list of indicators for determining the quality of life of city children and a list of resources where such information might be located. The third section provides questions that city officials can use when determining the city services which are being provided to children and families. The questions focus on services provided by city government and organizations outside of city government, the coordination of services, and the provision of leadership. The fourth section offers ideas for the development of a strategy for serving children and families and an approach to comprehensive planning. The last section provides three outlines for development of programs for children and families involving communities active in children and family issues; communities which are beginning to become involved in programs; and officials who are interested in addressing the issues but are uncertain of colleagues' support. (RJC)

ED 314 209 PS 018 540

Kohut, Sylvester, Jr.; Range, Dale G.
Classroom Discipline: Case Studies and Viewpoints. (Second Edition).
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1486-3
PUB DATE- 86
NOTE- 114p.
AVAILABLE FROM- Publications Department, National Educational Association, Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1486-3, $9.95. No shipping charge on prepaid orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Case Studies; *Classroom Techniques; Corporal Punishment; Cultural Differences; Definitions; *Discipline; Early Childhood Education; Educational Practices; Elementary Secondary Education; Guidelines; Junior High Schools; Middle Schools; Regional Characteristics; Resource Materials; Student Behavior; Student Needs; Teacher Role; Violence

The basic purpose of this text is to provide teachers with a practical guide for understanding and improving classroom management. Case studies included in the publication represent problems and issues common to urban, suburban, and rural school districts and personnel. Chapter 1, which focuses on broad perspectives on discipline, provides a historical overview and definitions, followed by discussions of regionalism and discipline, violence in the schools, and attitudes toward educators' use of corporal punishment. Chapter 2 views discipline from the perspectives of theory, research, and practice. Discussion concerns tips for getting off to a good start in classroom management; organizational and instructional procedures; the process of understanding student needs and behaviors; development of self-discipline; and culturally different students. Case studies from early childhood and elementary education settings and from middle school, junior high school, and senior high school settings are presented in chapters 3 and 4. Forty-seven references are

cited, and an appendix lists 17 general resources as well as selected resource materials on self-development, discipline, and classroom management. (RH)

ED 314 223 RC 017 248

Maki, Wilbur; And Others
Implan Modeling Applications in State and Regional Development. Staff Paper P89-15.
Minnesota Univ., St. Paul. Inst. of Agriculture, Forestry, and Home Economics.
PUB DATE- Apr 89
NOTE- 37p.; Figures 3-1 and 4, and tables 1 and 2 will not reproduce adequately in paper copy.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Simulation; Database Management Systems; *Databases; *Economic Development; *Economic Research; *Input Output Analysis; Long Range Planning; *Regional Planning; Research Tools; Rural Economics; Statewide Planning

Implan (Impact Analysis for Planning) is a microcomputer-based system for constructing regional economic accounts and input-output tables. It is currently maintained by the U.S. Forest Service at the Fort Collins Computer Center (Colorado) with assistance from the University of Minnesota. It provides software capabilities and a data base for constructing a 528-industry transactions table and related intermediate and final demand, value added, and import and export sectors for any county or combination of counties in the United States. Implan also can be used in the construction of input-output tables for regions outside the United States. Implan applications of input-output modeling in economic development focus on impact studies and analysis and planning. Research concerns about the economic effects of changes in local economic activity and the measurement and analysis of these effects are addressed. Also addressed are management concerns about changing markets and resource supplies and implications for business and community development. This paper attempts to relate the various Implan applications to the building of an effective and accessible information-yielding capability for education and planning in state and regional development. The software allows the preparation of scenarios of alternative regional and community futures that have a high degree of accuracy in representing regional and community economic constraints, resources, threats, and opportunities. This paper contains 20 references, 4 figures, and 2 tables. (ALL)

Raizen, Senta A.; And Others
Assessment in Elementary School Science Education.
Biological Sciences Curriculum Study, Boulder, Colo.; National Center for Improving Science Education, Washington, DC.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 164p.; For related reports, see SE 050 679-681.
GRANT- RI68B80001
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; Attitude Measures; *Elementary School Science; Evaluation; *Evaluation Methods; *Evaluation Problems; *Evaluation Utilization; Objectives; *Program Evaluation; Science Education; Science Programs; *Science Tests; Student Evaluation

This report discusses the purposes and nature of various forms of assessment that can be used to enhance, support, and monitor the progress of science learning in elementary school classrooms. Chapters included are: (1) "Introduction" (describing assessment priorities); (2) "Issues in Assessment" (discussing validity, correspondence between curriculum, instruction, and test, use of results, and program assessment); (3) "Assessment of Student Learning" (dealing with the contents, methods, usages, and the attitude assessments); (4) "Assessment of Program Features" (discussing the reason, indicators, usages, targets, and self-assessment) and (5) "Improving Assessments in Elementary Science Education" (including improvement goals, starting point, and systematic approach). Eight fundamental organizing concepts for elementary school science are described and exemplified in the appendix. (YP)

ED 314 252 SE 051 109

Educational Affairs Plan: A Five-Year Strategy. FY 1988-1992. Second Edition.

National Aeronautics and Space Administration, Washington, DC. Educational Affairs Div.

PUB DATE- Oct 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aerospace Education; College Science; *Educational Technology; *Elementary School Science; Elementary Secondary Education; Higher Education; Minority Groups; Science Education; *Science Programs; *Scientific Enterprise; Secondary School Science; Space Sciences; *Teacher Education
IDENTIFIERS- *National Aeronautics and Space Administration

This document presents a 5-year plan for administering a focused and consistent set of aeronautics and space science education programs. The major initiatives outlined in this plan fall into two broad categories of five programmatic priorities and five institutional priorities. The 10 specific priorities are: elementary education; teacher education; underrepresented minority participation; educational technology; aerospace education services; university programs; educational publications and distribution; educational partnerships; educational research and evaluation; and educational affairs administration. Lists 18 references. (YP)

ED 314 042 IR 051 547

Information Resources Management. Nordic Conference on Information and Documentation (6th, Helsinki, Finland, August 19-22, 1985).
Samfundet for Informationstjanst i Finland, Helsinki.
REPORT NO.- ISBN-951-95304-1-X
PUB DATE- Aug 85
NOTE- 435p.; Contains type of varied quality legibility; figures will not reproduce legibly.
LANGUAGE- English; Swedish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *Databases; Educational Needs; Foreign Countries; Industry; Information Management; Information Science; Information Services; Interlibrary Loans; Library Automation; Library Education; *Online Systems; *Professional Training; Technological Advancement
IDENTIFIERS- *Information Resources Management; *Scandinavian Countries

The 54 conference papers compiled in this proceedings include plenary addresses; reviews of Nordic databases; and discussions of documents, systems, services, and products as they relate to information resources management (IRM). Almost half of the presentations are in English: (1) "What Is Information Resources Management?" (Forest Woody Horton); (2) "Training and Education in Information Resources Management--The European Scene" (C. N. Jansen Van Rosendaal); (3) "Information--Education--Industry" (Jon Erlendsson); (4) "HELECON Databases" (Eeva-Liisa Lehtonen); (5) "Nordic Energy Databases" (Leena Katajapuro); (6) "The ARAMIS Project and Information Resources Management within Environmental Health and Protection" (Gunnel Hessler and Christina Olivercrona);

(7) "Information Systems in Companies--Focus on Integration" (Ritva Launo); (8) "Research and Communication" (Jostein H. Hauge); (9) "On Information Resources Management in the Finnish Government" (Aatto J. Repo); (10) "Role of Classification in Information Systems Management" (Anna-Liisa Toivonen); (11) "Call for Integration: Redefined Educational Needs for Information Professionals" (Irene Wormell); (12) "Use of a Literature-Based Model To Define Research Activities: Applications in Research Planning" (Robert Kimberley); (13) "Aspects of Creating an Online Database" (Anni Huhtanen); (14) "Evaluation of Library Systems" (Siv Hunstad); (15) "Information Resources Management (IRM). Yesterday, Today and Tomorrow" (Mats G. Lindquist); (16) "Information Technology--Strategic Possibility or Investment Risk?" (Marita Kaatrala); (17) "Decentralization of Information Services in a Research Centre" (Eero Sormunen); (18) "DOCLINE--The Development of a Computerized Interlending Link" (Ulla Daehli Martins); (19) "EPOS/VIRA and Downloading: What We Have Achieved" (Inger Enander and Marie Wallin); (20) "Commercial Information Services" (Maria Vahlgren Wall); and (21) "Changes in the Resource Allocations in Response to the Increasing Use of Source Databases" (Sinikka Koskiala). Conference participants from the following countries are listed: Denmark, Iceland, Finland, Norway, Sweden, England, France, Iran, Luxembourg, the United States, and South Africa. (BBM)

ED 314 111 JC 900 025

Clough, Carol E.; Nawy, Martha
Development of a Questionnaire for a Study of Employers' Usage of Typewriters and Computer Hardware/Software in a California Community College District. Curriculum and Program Planning.
PUB DATE- Sep 88
NOTE- 61p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Community Colleges; Community Surveys; Curriculum Development; *Employer Attitudes; Literature Reviews; *Needs Assessment; *Office Automation; Office Machines; *Questionnaires; *Research Design; *Research Methodology; School Business Relationship; Two Year Colleges; Typewriting
IDENTIFIERS- *Chabot College CA

In 1988, a project was undertaken at Chabot College in California to develop a questionnaire and study methodology for assessing the views of employers regarding the business applications of typewriters and computers. Staff at the college needed this information for curriculum and program planning, as well as for equipment and supply budgeting. The project involved: (1) a review of the literature on the need for research on technological changes in the office, questionnaire development and design, and the involvement of staff in research and curriculum design; (2) the formation of a committee made up of the 23 full-time office and business computer education faculty and an administrator; (3) a committee meeting to determine research objectives and a time frame and process for questionnaire development; (4) the solicitation of questions to be incorporated into the survey instrument from committee members; (5) meetings to review, analyze, and evaluate the proposed questions; (6) the preparation of five drafts of the questionnaire; (7) the pilot testing of the final version among 10 different-sized employers; and (8) the development of recommendations concerning study methodology. An extensive literature review, a 99-item bibliography, a curriculum checklist, and various drafts of the survey instrument are included in the project report. (JMC)

Dyer, Linda
Public Attitudes toward Adult Education in New Brunswick: Research Proposal.
New Brunswick Dept. of Advanced Education and Training, Fredericton.
PUB DATE- 16 Jun 90
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Community Colleges; *Educational Attitudes; Educational Finance; Foreign Countries; Higher Education; High Schools; Individual Characteristics; Participant Satisfaction; *Program Attitudes; *Public Opinion; Questionnaires; State Surveys; Two Year Colleges; Universities; Vocational Education
IDENTIFIERS- *New Brunswick

In 1989, a province-wide survey was conducted to assess public opinion concerning adult education and the New Brunswick Community College System (NBCCS). A random sample of 800 respondents between the ages of 18 and 65 was surveyed regarding the quality of education, the quality of job-related education and training, experiences within the educational system, educational finance, and the accessibility, convenience, and demand for education. Major survey findings, based on a 54% response rate, included the following: (1) 80% of the respondents rated community colleges excellent to good, comparable to the 80% excellent to good rating of universities; (2) twice as many Francophones (21%) rated the quality of education at colleges and private academies as excellent, compared to 10% of the Anglophones; (3) 76% of the public gave NBCCS job-related education an excellent to good rating; (4) over 75% perceived graduates of the NBCCS to be satisfied with the quality of education they had received; (5) respondents were more familiar with the educational programs offered by high schools and the NBCCS than with those of universities and private academies; (6) 79% claimed to have had a very or somewhat positive experience with the New Brunswick educational system; (7) people who had positive educational experiences cited good selection of programs or courses or the competence of teachers as factors, while those who had negative experiences cited poor courses or programs, personal problems, or negative reactions to teachers; and (8) 82% of the respondents said too little money was allocated for education. Appendixes include a description of research methodology, the survey instrument, a list of programs surveyed by job clusters, and verbatim survey responses. (WJT)

ED 314 013 IR 014 054

Schlenker, Richard M.; Schlenker, Deborah S.
Printing Appleworks V1.3 Word Processor Files Using the Apple IIe Computer. First Edition.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 88
NOTE- 9p.; For other titles in this series, see IR 013 968-979, IR 014 050-055, ED 304 090, and ED 305 087.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Word Processing
IDENTIFIERS- *Apple IIe; *AppleWorks

This guide was developed as a "how to" training device for printing word processor files using AppleWorks on the Apple IIe computer with a Duodisk or two disk drives. Step-by-step instructions are provided for file loading, selecting the print option, and printing files. For each procedure, a diagram of the screen display is included. (GL)

ED 314 028 IR 014 111

Blinn, Charles R.; And Others

Developing Telecommunication Linkages for Microcomputer-Aided Instruction. TDC Research Report No. 1.

Minnesota Univ., St. Paul. Telecommunications Development Center.

PUB DATE- Jan 89

NOTE- 13p.; For other reports in this series produced by the Telecommunications Development Center, see IR 014 112-116.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Computer System Design; Cost Effectiveness; *Delivery Systems; *Distance Education; Instructional Effectiveness; Microcomputers; Research Needs; *Teleconferencing; *Training Methods

IDENTIFIERS- *Teletraining

A project undertaken at the University of Minnesota evaluated two microcomputer teletraining systems (audiographic conferencing) to determine the effectiveness of this technology for point-to-point and multipoint distance education. System design requirements included broadcast keystrokes, error checking, master-slave linkages, simultaneous voice and data transfer over one telephone line, simultaneous file transfer, and feedback utility. Four pilot tests were conducted with systems by two vendors (Tori and Optel). System components at each location included a modem, a standard telephone line, a device for amplifying voices, and appropriate software. A commercial teleconferencing bridge was used to facilitate linking the instructor with two or more locations. Results indicated that microcomputer teletraining can greatly reduce costs without sacrificing effectiveness. To pay back the initial investment, this technology is recommended where long-term training requirements are conducted on a frequent basis to multiple remote sites. Recommendations for using the technology and for further research are listed. Tables provide background data on the pilot tests and cost comparisons of teletraining and instructor travel. Twelve references are listed. (Author/MES)

ED 314 237 SE 050 681

Bybee, Rodger W.; And Others
Science and Technology Education for the Elementary Years: Frameworks for Curriculum and Instruction.
Biological Sciences Curriculum Study, Boulder, Colo.; National Center for Improving Science Education, Andover, MA.; NETWORK, Inc., Andover, MA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 155p.; For related reports, see SE 050 679-680.
GRANT- RI68B80001
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary School Science; *Science and Society; *Science Curriculum; Science Education; Science Facilities; *Science Instruction; Science Programs; *Science Teachers; *Scientific Literacy

This report is a policy statement for science curriculum and instruction in elementary schools. It describes a set of organizing principles that incorporate what science ought to be taught, and a learning sequence that illustrates how more "hand-on, minds-on" science can become more prevalent in our schools. Chapters included are: (1) "Introduction" (discussing the current situation in science classrooms and the frameworks for curriculum and instruction); (2) "A Conception of Science and Technology"; (3) "The Goals and Rationale"; (4) "A Framework for Curriculum" (describing the organizing concepts, attitudes, skills and topics); (5) "A Framework for Instruction" (describing assumptions about student learning, teacher role, teaching model, and teacher development); (6) "Educational Environment" (including facilities, materials, instructional technology, and classroom management); and (7) "Conclusions." Seven National Science Foundation programs for elementary schools and five exemplary science education programs in the National Diffusion Network are summarized in the appendices. (YP)

ED 314 253 SE 051 110

Stubbs, Harriett S.; And Others
The Acid Rain Reader.
Acid Rain Foundation, St. Paul, MN.
REPORT NO.- ISBN-0-935577-12-2
PUB DATE- 89
NOTE- 18p.
AVAILABLE FROM- The Acid Rain Foundation, Inc., 1410 Varsity Drive, Raleigh, NC 27606 ($5.98, contact for discounts).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acid Rain; *Air Pollution; Chemistry; Elementary Education; *Elementary School Science; *Environmental Education; Intermediate Grades; Science Education; Science Instruction; Textbooks; Water Pollution
A topic which is often not sufficiently dealt with in elementary school textbooks is acid rain. This student text is designed to supplement classroom materials on the topic. Discussed are: (1) "Rain"; (2) "Water Cycle"; (3) "Fossil Fuels"; (4) "Air Pollution"; (5) "Superstacks"; (6) "Acid/Neutral/Bases"; (7) "pH Scale"; (8) "Acid Rain"; (9) "Neutralizing"; (10) "Aquatic Ecosystems"; (11) "Land Ecosystems"; (12) "Food Chain"; (13) "Indicators"; and (14) "Solutions." (CW)

ED 314 269 SE 051 127

Stonebarger, Bill
Natural Resources: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-014-8

PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); Elementary Secondary Education; Energy Education; Environmental Education; *Instructional Materials; Middle Schools; *Natural Resources; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

Many experts have predicted a global crisis for the end of the twentieth century because of dwindling supplies of natural resources such as minerals, oil, gas, and soil. This booklet considers three aspects of natural resources, time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of natural resources utilization, a time line related to the concept, a map of the important geography related to this concept, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 285 SE 051 160

Rassmusen, Bonnie
Volcanology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.
REPORT NO.- ISBN-0-913705-07-1
PUB DATE- 83
NOTE- 81p.; For other units in this series, see SE 051 153-162.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP16-R, $16.95).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Education; *Elementary School Science; Geology; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Science Activities; Science Education; *Secondary School Science
IDENTIFIERS- *Volcanoes

Originally designed for gifted students, these reproducible volcanology units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of volcanology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 898 FL 018 221

Hellman, Linda; Namde, Joyce Winchel
HELP (Handbook of Effective Lesson Plans).
California State Univ., San Bernardino.
PUB DATE- 86
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Coping; Cultural Awareness; Cultural Traits; Daily Living Skills; *English (Second Language); Games; *Grammar; Idioms; *Language Skills; *Lesson Plans; Second Language Instruction; *Vocabulary Development

This handbook is a collection of lesson plans for teachers of adults studying English as a Second Language, designed to complement and supplement the instructors' own teaching strategies. The handbook covers all skill areas as well as a wide range of topics for experienced and inexperienced teachers. Each lesson plan follows a specific format, including the topic, contributor's name and institution, level, time required, purpose, materials, procedure, and any additional notes. Each lesson plan is self-explanatory, and can be used without additional in-service training. The lessons are organized in seven categories: English grammatical structures; reading/writing; conversation/oral communication; vocabulary/idioms; coping/survival skills; games; and customs/cultural awareness. Since many lessons address more than one subject-area, lesson plans are cross-indexed. (MSE)

ED 313 914 FL 018 268

Donahue, Thomas S.
Age-Graded Themes in White American Middle-Class Slang: A Hypothesis.
PUB DATE- 90
NOTE- 16p.; Paper presented at the Conference on the New Ways of Analyzing Variation in English and Other Languages (18th, Durham, NC, October 20-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Comparative Analysis; *Language Role; *Language Styles; *Middle Class; Sociolinguistics; Whites
IDENTIFIERS- *Slang

It is proposed that middle- and upper-middle-class slang used among white young people in modern America shows age-related themes. For youngsters between the ages of eight and early adolescence, the major theme in slang use is to establish in-group and out-group membership, with standards of judgment based on clothes, manners, and physical appeal. From middle adolescence through the college years, the central theme is concerned with censuring bad judgment on the part of the individual. Slang usage during this time stigmatizes impulsive behavior and injudicious values in sex, drugs, and personal interests. In the period between a person's middle and late twenties, the major slang theme is in reinforcing responsible performance in one's career or on the job, through an emphasis in which thoughtfulness and dedication are praised. In general, slang is viewed as historicist, determinist, and materialist: when combined with a narrowly selective word-analytic cognitive style in the middle class, slang forms attitudes and emotional "gestalten" that transcend age-graded use and may influence an individual's pattern of thinking for his entire life. The theoretical background for this view is outlined, and evidence is presented. (MSE)

ED 313 930 FL 800 056

Weinstein-Shr, Gail
Literacy and Social Process: A Community in Transition.
PUB DATE- Aug 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Adults; Cross Cultural Studies; Family Environment; Family Relationship; Hmong; *Hmong People; Interpersonal Relationship; *Kinship; *Language Role; *Literacy; Profiles; *Refugees; *Social Values; Uncommonly Taught Languages
IDENTIFIERS- Pennsylvania (Philadelphia)

A study of Hmong refugees settling in Philadelphia (Pennsylvania) focused on the social resources (e.g., kinship, literacy) available for adapting to life in the United States and the refugees' use of those resources. The study also resulted in profiles of several Hmong adults, documenting language and literacy use in daily life and patterns of interaction with kin and non-kin, within and across ethnic boundaries. The report begins with an introductory chapter on the history of Hmong kinship and literacy in Hmong culture, and then reviews the current situation in Philadelphia. The role of kinship and literacy in the lives of two men is described. The contrasts between these two men, their ways of using literacy and their ways of maintaining/making relationships are placed in the context of Philadelphia's wider community in a general discussion of literacy and the social process. A concluding chapter looks at the study's implications for social science and for educational policy and practice. A 20-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Zirkel, Perry A.
Post-1970 Supreme Court Decisions Arising in Institutions of Higher Education.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Church Related Colleges; *College Faculty; *College Students; *Constitutional Law; *Court Litigation; *Federal Courts; *Higher Education; Institutional Characteristics; *Legal Problems; Private Colleges; Public Colleges
IDENTIFIERS- *Supreme Court

An annotated bibliography lists 34 Supreme Court decisions since 1970 that have arisen in colleges and universities. They are organized according to the type of institution to which they appear to apply (public, general, private, and church-related), and according to their application to student or faculty affairs. The following decisions are included: Board of Regents v. Roth; Perry v. Sindermann; Minnesota State Board for Community Colleges v. Knight; NCAA v. Tarkanian; Healy v. James; Papish v. Board of Curators; Vlandis v. Kline; Hess v. Indiana; Board of Curators v. Horowitz; Zurcher v. Stanford Daily; Widmar v. Vincent; Toll v. Moreno; Mississippi University for Women v. Hogan; Regents v. Ewing; Board of Trustees v. Fox; Patsy v. Board of Regents; Board of Trustees v. Sweeney; Delaware State College v. Ricks; Grove City College v. Bell; Regents v. PERB; Saint Francis College v. Al-Khazraji; De Funis v. Odegaard; Nyquist v. Mauclet; Board of Regents v. Bakke; Southeastern Community College v. Davis; University of Texas v. Camenisch; Washington v. Chrisman; Selective Service System v. Minnesota Public Interest Research Group; Cannon v. University of Chicago; Carnegie-Mellon University v. Cohill; NCAA v. Board of Regents; National Labor Relations Board v. Yeshiva University; Roemer v. Board of Public Works; Hunt v. McNair; Tilton v. Richardson; Bob Jones University v. United States; Witters v. Washington Department of Services for the Blind; and Valley Forge Christian College v. Americans United for Separation of Church and State. (MSE)

ED 313 972   HE 023 077

Duronio, Margaret A.; Loessin, Bruce A.

Fund Raising Outcomes and Effectiveness in Private and Public Institutions. ASHE Annual Meeting Paper.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- Nov 89

NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Educational Economics; Educational Finance; *Financial Support; *Fund Raising; Higher Education; Longitudinal Studies; *Organizational Effectiveness; Private Colleges; Public Colleges

IDENTIFIERS- *ASHE Annual Meeting

An analysis of fund raising outcome for private and public institutions is presented for the 5-year period between 1983/84 and 1987/88. The results of research involving intensive case studies of fund raising practices and policies in 10 dissimilar institutions with successful fund raising programs are offered. Fund raising outcomes for the above-mentioned years are discussed according to: overall support, donor groups, and types of institutions. It is noted that fierce competition will continue to increase for available philanthropic dollars, and public institutions are taking an increasingly larger portion of those funds. Research on fund raising effectiveness shows the following: private institutions in general are more likely to be outstanding in characteristics of successful fund raising; clarity of institutional image and presidential leadership are the two elements found most often to be outstanding in successful fund raising programs; and fund raising success does not require that an institution be outstanding in all or even a majority of the elements. An appendix provides 10 case-by-case analyses. Tables are included. Contains 8 references. (SM)

ED 313 985 HE 023 090

Arnold, David L.
A Discipline Sensitive Model of Textbook Selection Criteria in the Higher Education Faculty. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Educational Quality; Faculty Publishing; Higher Education; Models; Professional Recognition; Standards; *Teacher Characteristics; Textbooks; *Textbook Selection; Writing for Publication
IDENTIFIERS- *ASHE Annual Meeting

The study examined the role of the textbook, not as a teaching tool but as an artifact in the professional culture of higher education faculty. The three areas of focus were visibility and review, selection criteria, and scholarly engagement and reward. The study was structured in terms of institutional or professional culture to determine if there are cosmopolitan aspects of the textbook that can be discussed in common terms yet be responsive to differences in concerns. Structured interviews, open-ended discussion, and questionnaire forms were used with 84 faculty members, 28 department heads (in 7 discipline areas), and 67 journal editors. Textbooks were definitely shown to be disciplinary vehicles with little deliberate interdisciplinary content. Many faculty members altered their textbook selection practices solely on the basis of price. Critical reviews of textbooks played virtually no role in the selection process. Selection was dominated by the complimentary copy. There was strong support for the scholarly worth of pre-publication reading and evaluation of textbooks for publishing house. Charts on the following topics are included: study group composition; content, reputational, pedagogical, and production value; decision triads; faculty perception of textbook price as a distinctly separate selection criteria; and research notions (textbooks and the scholarship of pedagogical authoring). Contains 6 references. (SM)

ED 313 999 HE 023 110

DeWitt, Robert C.
Effective Crisis Management at the Smaller Campus.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alcoholism; College Students; Counseling; *Crisis Intervention; Decision Making; Drug Abuse; Emotional Problems; *Guidelines; Higher Education; Mental Health Clinics; Planning; Psychiatric Services; Rape; School Community Relationship; *Small Colleges; *Suicide
IDENTIFIERS- Campus Safety Committee; Crisis Management; Emergency Preparedness; Pennsylvania State University Beaver Campus

Pennsylvania State University Beaver Campus developed crisis guidelines and a formal working relationship with a local community mental health center in order to be able to deal with on-campus crises and their followup. The guidelines provide each employee with a single, easy-to-follow document that outlines the decision making process to be followed in various crisis situations (e.g., rape, suicide attempts, and alcohol abuse). To provide access to professional counseling and care when necessary, there is an annual contract with the local community mental health center. The development of such crisis guidelines requires involvement from a large segment of the campus (e.g., security, university relations, residential life staff, and the health center). The chief student affairs officer and campus president should appoint a working crisis team and plan to develop and implement the crisis guidelines. The following areas should be addressed: media relations; rape protocol guidelines; suicide guidelines; names and home phone numbers of the campus crisis team; what to do if medical attention is needed; phone numbers of local police, hospitals, mental health centers, women's centers, and campus security; involuntary withdrawal procedures; transportation issues; and crisis and administration followup. The demands placed upon the counseling and residential staff of a small college when dealing with a suicidal or emotionally disturbed student can be very difficult. Development of crisis guidelines and a formalized relationship with the local mental health center can provide support for the staff and give students who need assistance quality service. (SM)

ED 314 014 IR 014 055

Schlenker, Richard M.; Schlenker, Deborah S.
Using Appleworks V1.3 To Construct Spreadsheet Files for the Apple IIe Computer. First Edition.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 88
NOTE- 46p.; For other titles in this series, see IR 013 968-979, IR 014 050-055, ED 304 090, and ED 305 087.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Instructional Materials; *Microcomputers; *Spreadsheets
IDENTIFIERS- *Apple IIe; *AppleWorks

This guide was developed as a "how to" training device for constructing spreadsheet files using AppleWorks on the Apple IIe computer with a Duodisk or two disk drives. Step-by-step instructions are provided for program loading, selecting the spreadsheet option, setting column widths, naming columns and fields, justifying labels and values, centering labels, formatting values, and using formulas for calculating cell sums and quotients. For each procedure, a diagram of the screen display is included. (GL)

ED 314 057 IR 052 986

Woods, L. B.; Robinson, Cynthia A.
Sex and Violence in Michigan.
PUB DATE- 81
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Censorship; Elementary Secondary Education; Higher Education; *Intellectual Freedom; *Moral Values; Obscenity; Publishing Industry; School Libraries; Tables (Data)
IDENTIFIERS- *Michigan

Compiled using data from the American Library Association's Office of Intellectual Freedom (OIF), this report provides information about censorship attempts and actions in Michigan between 1976 and 1980. From 1966 through 1975, 65 cases of censorship were reported; from 1975 through 1980, 23 cases were reported. It is noted that an estimated 85% of censorship incidents are never reported to the OIF; therefore, Michigan's actual censorship rate could be significantly higher. The number of censorship attempts in Michigan was found to be considerably below the national average. Censorship cases were reported in 20 cities and in both educational and noneducational institutions. Attacks on educational institutions were widespread throughout the state, but attacks on noneducational institutions were mostly in the Detroit vicinity. In educational institutions, censorship cases were most often initiated by parents; in noneducational settings cases were initiated by a variety of figures, including attorneys and religious groups. The most commonly cited complaints were that materials were offensive, sexually explicit, or promoted stereotypes. Educational institutions were the most affected, with two attempts in elementary schools, one in a junior high school, 10 in high schools, and three in colleges and universities. Other entities affected included political leaflets (1), the press (1), stores (3), television stations (1), and theaters (1). Of the 23 cases, 13 were successful, four were partially successful, two were unsuccessful, and four were of unknown status. Seven tables summarize the findings. (17 references) (SD)

Smith, Ruth S.
Getting the Books Off the Shelves. Making the Most of Your Congregation's Library. Revised Edition. CSLA Guide No. 12.
Church and Synagogue Library Association, Portland, OR.
REPORT NO.- ISBN-0-915324-22-9
PUB DATE- 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Library Collections; Library Personnel; *Library Planning; *Library Services; Organizational Objectives; *Outreach Programs; *Publicity; User Needs (Information)
IDENTIFIERS- *Church Libraries

This guide provides guidelines for promoting and attracting users to a church library. The first of six chapters, "Promoting Library Use," discusses stages of promotion, methods of attracting the attention and interest of prospective users, and how to involve members of the congregation in library activities; the second chapter, "Publicizing the Library," suggests ways to "sell" the library to potential users, such as informing the church community of what the library has and what it can do for them, with emphasis on special services, milestones, and future plans. The third chapter, "Reading People and Programs," focuses on the involvement of library personnel with books, programs, and users. The fourth chapter, "Sponsoring Special Events," describes various activities that the library can sponsor to publicize its services, create good will, and even earn money for books and supplies. These include open houses, tours, luncheons, story hours, book fairs, and library weeks. The fifth chapter, "Creating and Reporting News," discusses the kinds of events that make news, and provides guidelines for announcing such events in notices and announcements, church calendars, annual reports, and articles in the parish and/or local newspapers. The final chapter, "Posters, Bulletin Boards, and Displays," provides detailed guidelines for planning, designing, and arranging visual publicity materials. A resource guide lists books and audiovisual materials on book clubs; book reviewing; posters, bulletin boards, and displays; storytelling; and library supplies and promotional materials. Professional library journals and publications of the Church and Synagogue Library Association (CSLA) are also listed. (SD)

ED 314 085 IR 053 035

Culotta, Wendy A.
The Future of Online Services to Faculty: A Pilot Project with CAS Online.

PUB DATE- 3 Apr 89
NOTE- 8p.; Print is small.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; Access to Information; Bibliographic Databases; Grants; Higher Education; *Information Retrieval; Library Research; Library Role; *Online Searching; Pilot Projects; *Scientific and Technical Information; Users (Information)
IDENTIFIERS- California State University Long Beach; *Chemical Abstracts Service

Lottery money in California, part of which is required by law to be distributed to educational institutions, provides avenues for innovative services. A pilot program was supported by the administration of California State University, Long Beach, to provide faculty access to CAS (Chemical Abstracts Service) ONLINE (a remote database), which could be searched from their offices without library funding. This pilot project allowed the distribution of requested and timely library services outside the library. Faculty in nine academic departments participated in the project: Anatomy & Physiology, Biology, Chemistry, Chemical Engineering, Geology, Home Economics, Mechanical Engineering, Microbiology, and Physics. One faculty member in each academic department was designated as liaison. All departmental liaisons reported excellent feedback from users and potentially interested users of the online database. The librarian served as a learning resource for the faculty. This paper briefly discusses: (1) the set-up process; (2) overall coordination; (3) communication with CAS, Accounts Payable, academic departments, individual faculty, and other librarians; (4) future services (e.g., extension to other databases and systems, to graduate and undergraduate students, to dorms, and to staff); (5) the duplication of online and printed sources; (6) networking; (7) costs; and (8) the role of the librarian in providing these services. (7 references) (Author/SD)

ED 314 152 PS 018 319

Dauber, Susan L.; Epstein, Joyce L.
Parent Attitudes and Practices of Parent Involvement in Inner-City Elementary and Middle Schools. Report No. 33.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 89
NOTE- 29p.
GRANT- OERI-G-90006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Practices; Elementary Education; *Elementary Schools; *Inner City; *Middle Schools; *Parent Attitudes; *Parent Participation; School Role; *Urban Education
IDENTIFIERS- *Maryland (Baltimore)

This study used data drawn from about 2,300 parents of children in eight Chapter 1, inner-city Baltimore (Maryland) elementary and middle schools to examine the extent of parent involvement at home and at school. Also examined was the extent to which the schools used practices designed to involve parents. Survey questionnaires included over 75 items on: (1) parent attitudes toward their children's school; (2) school subjects parents wanted to know more about; (3) the frequency of various forms of parent involvement in children's education; (4) the degree to which school programs and teacher practices informed and involved parents in children's education; (5) what workshop topics parents would select; (6) times of day parents preferred for school meetings or conferences; (7) amount of time children spent on homework; (8) whether parents helped with homework; and (9) background information about parents' education, work, and family size. Parents reported little involvement at school. They expressed a desire for advice about how to help their children at home and better information from schools about what their children were doing and were expected to do in school. The level of parent involvement was directly linked to specific school practices designed to encourage parent involvement at school and guide parents in helping at home. (Author/RH)

ED 314 166 PS 018 474

Vance, Mildred B.; Boals, Beverly
The Discrepancy between Elementary Principal's and Kindergarten Teacher's View of the Content and Procedures Which Constitute a Kindergarten Program.
PUB DATE- Nov 89
NOTE- 7p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Atlanta, GA, November 3-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Comparative Analysis; *Educational Practices; *Elementary School Curriculum; Factor Structure; *Kindergarten; Primary Education; Principals; Q Methodology; *Standards; *Teacher Attitudes
IDENTIFIERS- *Developmentally Appropriate Programs

A Q-sort technique was used to determine whether there were appreciable differences between views of appropriate kindergarten programming held by professional organizations, kindergarten teachers, and elementary school administrators. A set of 52 cards with statements regarding kindergarten program components was developed from position statements on appropriate kindergarten curriculum by the National Association for the Education of Young Children, the Association for Childhood Education International, and the Southern Association on Children Under Six. The subjects, 10 kindergarten teachers and 10 principals, ordered the cards from most to least important. Initial comparisons indicated that the two groups arranged the cards in similar ways. McQuitty's Elementary Linkage and Factor Analysis was used to probe for patterns in the similarity of responses. Analysis showed that three types chose inappropriate statements as "most appropriate." Type A seemed to favor authority in the classroom; Type B considered programmed learning to be important; and Type C placed a high priority on test performance. Types A and B were composed of teachers, and Type C was predominantly composed of principals. Teachers and principals appeared to support a view of appropriate kindergarten components that differed radically from the position of early childhood professional and academic groups. (RH)

ED 314 181 PS 018 501

Amunds, Kathleen Margaret
"What's Happening?": A Study of Children's Earliest Experiences in Junior Kindergarten.
PUB DATE- Sep 89
NOTE- 140p.; Master's Thesis, Queen's University, Kingston, Ontario.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Behavior Problems; Case Studies; *Early Experience; Participant Observation; *Preschool Children; Preschool Education; *Student Adjustment; *Student Role
IDENTIFIERS- *Junior Kindergartens; *Nonconformity

This case study investigated the manner in which junior kindergarten children learn to adapt to the role of student. Participant observation in a junior kindergarten class during the first 3 weeks of school was used to probe 22 children's perceptions of their first experiences as students. Particular attention was given to the way in which children reacted to, described, understood, and interpreted the events they encountered. The experiences and sequential development of one child are examined in detail. The pedagogical significance of the study arises from the assumption that young children's acclimatization to the student role may have profound effects on the way they approach subsequent school and life experiences. Children's reactions to early school experiences have important implications for the focus of educational programs. Data analyzed on recurring patterns of behavior reveal that students may not behave appropriately during prescribed routines because they possess insufficient procedural information, are exploring rule limits, or are delaying participation until they feel more competent in performing the routine. (RJC)

ED 314 196 PS 018 522

Born, Catherine E.
Our Future and Our Only Hope: A Survey of City Halls Regarding Children and Families. A Research Report of the National League of Cities.
National League of Cities, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Rockefeller Foundation, New York, N.Y.
REPORT NO.- ISBN-0-933729-52-9
PUB DATE- Sep 89
NOTE- 129p.
AVAILABLE FROM- Publications Sales, National League of Cities, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004 ($15.00, plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childhood Needs; *City Government; Community Services; *Family Problems; *Government Role; Local Issues; National Surveys; Public Officials
IDENTIFIERS- *Community Needs

This report contains an executive summary and is based on a survey of 278 American cities with populations over 50,000, concerns problems facing families and children. The survey focused on pressing needs of children and families as seen by city officials, the prominence of these needs in community life, the involvement of city governments in meeting these needs, and barriers to expanded involvement. Key findings include: (1) Child care overshadows all other needs for city children; (2) Substance abuse prevention and education rank second and third; (3) Housing tops the list of needs for many city families; (4) Child and family issues are at least moderatley visible in the public forums of many communities, and are likely to be more prominent in elections, news, and civic agendas in large cities; (5) Diverse organizations and individuals bring these issues to city halls' attention; (6) City halls are involved in a variety of areas relevant to children; (7) City hall programs work; (8) City halls are most involved in the area of recreational activities; (9) Cities carry out their involvement through a variety of means; (10) Involvement may increase in each of 34 identified areas; and (11) Lack of money is the greatest impediment to increased city involvement in family and children's issues, and overshadows all other problems in the nation's largest cities. (RJC)

ED 314 210 PS 018 542

Jose, Paul E.; Langer, Beth A.
Children's Type A Behavior and Teacher Ratings of Social Skills.
PUB DATE- Apr 89
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Interpersonal Competence; *Predictor Variables; *Rating Scales; Social Support Groups
IDENTIFIERS- Hunter Wolf A B Rating Scale; Matthews Youth Test for Health; *Type A Behavior

Research has indicated that some Type A individuals lack social support networks; this study was designed to determine whether an alienating aspect of Type A behavior pattern (TABP) is evident in grade school children. As part of the study, two commonly used TABP scales for children, the Matthews Youth Test for Health (MYTH) Scale and the Hunter Wolf A-B Rating Scale (ABRS), were evaluated in an effort to determine which scale best predicted students' social competence. Social competence was measured by peer liking and disliking nominations and the Teacher Rating of Social Skills (TRSS) scales. Subjects were 127 elementary school students from third though seventh grades. Findings indicated that MYTH scores correlated significantly and negatively with TRSS scores, whereas ABRS scores did not. The correlation between TRSS scores and the MYTH impatience-aggression factor was negative, whereas the correlation between TRSS and the MYTH leadership-competitiveness factor was positive. Findings suggest that children's Type A behavior pattern may be composed of elements that both encourage and discourage the formation of social support. High Type A scores were significantly associated with lack of social skills among children. (RH)

ED 314 224 RC 017 314

Thompson, David C.; And Others
Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 96p.
CONTRACT- RI88062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); *Educational Equity (Finance); Educational Facilities; Educational Finance; Educational Policy; Educational Trends; Elementary Secondary Education; Equalization Aid; *Facility Requirements; *Financial Policy; Full State Funding; Grants; School District Autonomy; *State Aid; *State School District Relationship
IDENTIFIERS- Educational Adequacy; Kansas

This monograph examines four plans for state funding of educational facilities: total control; 50-50 flat grants; full state funding; and equalization. The trend in many states is to become increasingly more involved in helping local school districts with capital outlay for facility requirements. Recent litigation suggests that capital outlay is an emerging issue that will be addressed in the courts if it is not effectively addressed by state policy. Twenty-eight states currently provide some form of true assistance. The result is a greater degree of equity, enhanced educational opportunity, and reduced vulnerability to legal challenges. Policymakers need to understand their options, and they need methods to assess them in the context of political economy, legislative climate, demography, and patterns of school organization. The four plans examined in this document are evaluated for their effects on adequacy and equity in the context of two models--the average practice model and the estimated needs model, each applied to data from Kansas schools. The goal within the first model is to enable every district to fund facilities at an average level. The goal in the second model is full funding of needs estimated by districts. The discussion draws a number of implications about the adequacy and equity of school financing, urban-rural differences in financing, and systematic improvements. Recommendations to state policymakers address increased local control; funds for debt service and new projects; and funds to meet special needs, growth, and the exigencies of sparsity. (TES)

ED 313 959 HE 023 064

Lawrence, Janet H.; And Others

Faculty in Community Colleges: Differences between the Doctorally and Non-Doctorally Prepared. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 89

NOTE- 60p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; *College Faculty; *Community Colleges; Competence; *Doctoral Degrees; Graduate Study; Higher Education; Interests; Job Satisfaction; Majors (Students); National Surveys; Perception; Two Year Colleges; Values

IDENTIFIERS- *ASHE Annual Meeting

Differences between community college faculty who are doctorally prepared and those who are not in terms of professional values, beliefs, interests, competence, and perceptions of the college environment are discussed, with note taken as to whether these differences persist when discipline and timing of graduate study are taken into account. The extent to which variations in faculty behavior are due to doctoral preparation are examined. Data from a national survey conducted by the National Center for Research to Improve Postsecondary Teaching and Learning were analyzed. A survey was sent to full-time faculty with regular appointments in eight disciplines. A total of 122 items measuring educational beliefs/values, personal competence, career interests and satisfaction, perceptions of the organization, and professional effort and behavior were used for analysis. Results include the following: several of the belief/perception variables that had significant effects on the teaching behaviors were not affected by field or doctoral preparation measures; generalizations about the negative consequences of hiring doctorally prepared faculty are not fully supported (since doctoral preparation did influence teaching behavior but the effects were usually indirect); doctorally prepared faculty report greater involvement in grant preparation, journal editing, association activities, research, and journal publication; and doctorally prepared people are not dissatisfied with their careers as community college faculty members. Appended are: factor names, variable names, and loading factors; tables; and figures. Contains 18 references. (SM)

ED 314 043 IR 052 964

Baptist, Jean; Brown, Gerald R.

School Libraries: A Systematic Approach to Staff Development.

PUB DATE- Jul 88
NOTE- 48p.; Paper presented at the Annual Meeting of the International Association of School Librarianship (Kalamazoo, MI, July 1988). Use of colored paper may limit reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Planning; Elementary Secondary Education; Foreign Countries; *Inservice Education; *Learning Resources Centers; *Library Personnel; *Professional Development; Questionnaires; School Districts; *School Libraries; Trend Analysis; Workshops

IDENTIFIERS- Manitoba (Winnipeg)

This paper on professional development activities in the Winnipeg (Canada) School Division No. 1 begins with background on population, staffing, and budgeting in the district, a list of principles of effective staff development, and historical perspectives on the division's staff development program from 1962 to 1988. Activities discussed include the establishment of a Library Service Centre, organization of monthly inservice education meetings, compilation of a library personnel handbook, distribution of a monthly newsletter, individualization and evaluation of the study sessions program, and clarification of objectives. Cooperative work with subject area specialists and inservice options in addition to the study sessions are summarized. An analysis of trends in the division is also presented and the major components of the staff development program are outlined. Appended materials include: (1) 1987-88 library media service goals; (2) the agenda for a study session on linking life and literacy; (3) the agenda for a division-wide inservice; (4) the objectives and agenda for a study session on using computers for library technical functions; (5) a workshop evaluation form; (6) a school library services annual report form; (7) a summary of feedback on study sessions in 1987; (8) a form for study session program planning; (9) a study session registration form; and (10) a checklist for planning study sessions. (10 references) (MES)

ED 314 100 JC 890 566

Cox, Linda J.; Harden, Harold D.
Associate of Science and Associate of Applied Science: Assured Academic Success? Another Source?
University of West Florida, Pensacola.
PUB DATE- 18 Dec 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Articulation (Education); *Associate Degrees; College Graduates; *College Transfer Students; Community Colleges; Enrollment Trends; Graduation; Higher Education; State Universities; Transfer Programs; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Associate in Applied Science Degrees; *Associate in Science Degrees

In 1989, a study was conducted at the University of West Florida (UWF) to explore the success rate of Associate of Science (AS) and Associate of Applied Science (AAS) degree recipients at the college. Although the AS and AAS degrees were originally designed as terminal degrees leading to immediate employment, recipients today are discovering that baccalaureate degrees are required for many entry-level positions as well as for career advancement. In the early 1970's UWF began admitting AS degree recipients in selected fields by special permission of department chairpersons, and later permitted direct access to any program without special approval. By 1984-85, UWF had 206 AS degree holders registered; only two other state universities in Florida enrolled more. Using enrollment and graduation statistics on students admitted to UWF in fall 1983 with AS or AAS degrees, the study revealed that: (1) out of the 86 AS/AAS students entering in fall 1983, only 17 had graduated by the end of fall 1985; (2) by summer 1988, however, 48% of the AS/AAS students had graduated, compared to 67% of the associate of arts (AA) degree transfer students; (3) of the AS/AAS students who did not graduate from UWF, 8% left the college on academic suspension; and (4) the proportions of AS/AAS and AA students who were on suspension were comparable, as were the proportions of those who left UWE in good academic standing. Based on study findings, it was suggested that colleges and universities consider AS/AAS degree holders in enrollment plans and that these students be studied further to determine services that could increase their graduation rates. (WJT)

Student Enrollment Data and Trends in the Public Community Colleges of Illinois, Fall 1989.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 90
NOTE- 58p.; For 1988 report, see ED 302 310. Charts contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Age; College Transfer Students; Community Colleges; Course Selection (Students); Credit Courses; *Enrollment; *Enrollment Trends; Females; Full Time Students; Males; Minority Groups; Part Time Students; State Surveys; *Student Characteristics; *Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Illinois

In 1990, a study was conducted on statewide enrollment trends and student characteristics in Illinois public community colleges. The study analyzed fall 1989 enrollments by college, full-/part-time status, sex, ethnic origin, age, student level, first-time/continuing enrollment status, and program. Study findings included the following: (1) at the end of the fall 1989 registration period, the 50 Illinois community colleges enrolled 341,733 students in instructional credit courses, representing an increase of 4.1% over fall 1988; (2) full-time equivalent (FTE) enrollment was 174,437, representing a 4.9% increase in FTE students; (3) the proportion of full-time students enrolled during fall 1989 was 30.2%; (4) the number of male students increased at a higher rate than that of females (5.6% vs. 3%), bringing the percentage of males in the total student population to 42.5%--their highest representative in 5 years; (5) a comparison of fall 1988 and fall 1989 headcount enrollments revealed increases among Hispanics (by 19.3%), non-resident aliens (by 6.0%), Whites (by 4.1%), and Asian/Pacific Islanders (by 1.9%); (6) the median age of community college students was 26.9 years, and the mean age was 30.4 years; (7) freshman enrollments increased by 7.5% between 1988 and 1989, while sophomore enrollments decreased by 0.6%; and (8) although 38% of the students were enrolled in baccalaureate transfer programs, only 23.2% indicated that their intent was to transfer. (JMC)

Isaksen, Leonard W.

Los Angeles Community College District Enrollment by College and Area of Residence--Fall 1987.

West Los Angeles Coll., Culver City, Calif.
REPORT NO.- WLAC-002-L1
PUB DATE- Oct 88
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; *Enrollment Trends; Maps; *Multicampus Districts; *Place of Residence; *Residential Patterns; *School District Size; School Size; Student Mobility; Tables (Data); Two Year Colleges; Two Year College Students
IDENTIFIERS- *Los Angeles Community College District CA

Using information from the student data files of the Los Angeles Community College District (LACCD), this report provides a districtwide profile of fall 1987 student enrollment patterns by zipcode of residence. The first section of the report contains maps which illustrate, for each of the nine colleges in the district, the numbers of students enrolled from each zipcode within a 10-mile radius of the college. Another series of maps, encompassing the entire LACCD and its neighboring districts, is also included. The remainder of the report consists of data tables, showing college enrollments by area of residence. The report indicates that a large number of students are participating in intradistrict flow. For example, of the 8,899 community college students living within the service area of Los Angeles Mission College (LAMC), only 3,166 were attending LAMC in fall 1987, while 3,523 were attending Los Angeles Valley College and 1,911 were attending Los Angeles Pierce College. During the same year, a little over 8,000 students living in neighboring community college districts attended the LACCD, while approximately 34,000 students residing in the LACCD were attending neighboring districts. (WJT)

ED 314 139 JC 900 072

Brewer, Hope; Easterbrook-Nadeau, Pamela, Ed.

Applications to New Brunswick Community Colleges.

New Brunswick Dept. of Advanced Education and Training, Fredericton.
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Applicants; Community Colleges; *Educational Demand; *Educational Supply; Educational Trends; Foreign Countries; Job Training; *Majors (Students); State Surveys; Two Year Colleges; Two Year College Students; *Vocational Education
IDENTIFIERS- *New Brunswick

In 1989, a study was conducted of applicants to training programs offered at community colleges in New Brunswick to determine the characteristics of applicants, their reasons for applying, their expectations of the program, and influences on their enrollment decisions. Applications and available training seats were examined over the 3-year period between 1986-87 and 1988-89. During this time, the number of seats available at the colleges increased by 15% or 641 seats, and the number of applications also increased, by approximately 1,400 or 19%. While there are still over five applications for every two available seats at the colleges, the overall demand relative to supply decreased slightly over the 3 years. Pre-employment programs were by far the most popular, attracting well over 6,000 applications, with demand exceeding supply by more than five applications for every two seats. With demand the most popular programs decreasing over the study period, overall demand was no longer limited to a few select programs but spread out among a larger number of programs. Seven programs were consistently in very high demand, including Human Service Counsellor, Aquaculture Technician, Aircraft Maintenance, Day Care, Nursing Assistant, Nursing Orderly, and Beauty Culture. Only two programs, Environmental Technology and Computer Integrated Manufacturing, were consistently in low demand. (JMC)

ED 314 254 SE 051 111

Jankowski, John E., Jr.
Geographic Patterns: R&D in the United States. Surveys of Science Resources Series. Special Report.
National Science Foundation, Washington, D.C. Div. of Science Resources Studies.
REPORT NO.- NSF-89-317
PUB DATE- 89
NOTE- 97p.; Pages with shaded charts and small print in Appendix C may not reproduce well.
AVAILABLE FROM- National Science Foundation, Forms and Publications Unit, 1800 G Street, N.W., Room 232, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Science; *Financial Support; *Government Role; Higher Education; Industry; *National Surveys; *Research and Development; Research Universities; Science Education; *State Surveys; Statistical Data

In recent years state governments have taken steps to strengthen their economic bases by promoting growth of high-technology industries within their borders. A byproduct of this effort has been an increasing need for information on the geographic distribution of research and development (R&D) expenditures. The information in this report permits detailed analysis of state- and region-specific R&D activities by industry, academia, nonprofit institutions, and federal agencies. The first section contains highlights and summary information on state and regional R&D concentration levels. Comparisons between the distribution of R&D performance and other socioeconomic variables are included. The second section deals more specifically with R&D performance patterns within each of the nine geographic regions. Appendix A details data sources used in the creation of this report. Data are presented in tabular form for state, region, and performance sector in appendix B. Appendix C consists of personnel and funding profiles for each of the 50 states, the District of Columbia, and the total United States. (CW)

ED 314 286 SE 051 161

Tanner, Joey
Futuristics: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.
REPORT NO.- ISBN-0-913705-16-0
PUB DATE- 82
NOTE- 73p.; For other units in this series, see SE 051 153-162. Revised Edition.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZM03-R, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Futures (of Society); Instructional Materials; Junior High Schools; *Middle Schools; *Science Activities; Science and Society; Science Education; *Secondary School Science; Technological Advancement

The study of futuristics is an attempt to spot trends, to make predictions, and to plan creatively in order to provide direction for humanity. Originally designed for the gifted student, these reproducible units on futuristics emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of futuristics. Within this book are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 899 FL 018 236

Barnwell, David

"Naive" Native Speakers and Judgments of Oral Proficiency in Spanish.

PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Interrater Reliability; Interviews; *Language Proficiency; Language Tests; *Native Speakers; *Oral Language; *Rating Scales; *Spanish; *Speech Skills; Testing; Test Validity
IDENTIFIERS- *ACTFL ETS Language Proficiency Guidelines

A study addressed issues of concern in the use of the American Council on the Teaching of Foreign Languages (ACTFL)/Educational Testing Service (ETS) Language Proficiency Guidelines commonly used in determination of oral language proficiency. Specifically, potential discrepancies between the judgments of trained raters and "naive" native speakers of the target language were investigated. Four recorded oral interviews by an ACTFL-trained interviewer and corroborated by a second trained rater, were played to 14 "naive" (untrained) raters. The experiment deliberately attempted to avoid the process of socialization that plays an important part in the ACTFL training of interviewer-raters. Raters were given a Spanish translation of the generic ACTFL oral proficiency scales and at least one day to study them. The "naive" raters evaluated the recordings based on their own understanding of the scales, without outside interpretation. The results suggest that current knowledge of native speakers is inadequate for prediction of their assessment of non-native speech, even with the use of the scale, raising questions about the generalization of native-speaker reactions as indices of a candidate's proficiency. (MSE)

ED 313 915 FL 018 269

de Wolf, Gaelan Dodds
Urban Canadian English at Edges of the Continuum: Evidence of Linguistic Change.
PUB DATE- 90
NOTE- 20p.; Paper presented at the Conference on New Ways of Analyzing Variation in English and Other Languages (18th, Durham, NC, October 20-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Analysis; Contrastive Linguistics; Diachronic Linguistics; *Dialects; Foreign Countries; *Grammar; Interviews; Language Research; *Language Variation; *North American English; *Phonology; Sex Differences; Socioeconomic Status; *Urban Areas
IDENTIFIERS- British Columbia (Vancouver); *English (Canadian); Ontario (Ottawa)

A study compared language patterns in a group of 100 residents of Ottawa and 240 residents of Vancouver, categorized by sex, age (under or over 40), and socioeconomic status. The informants provided tape-recorded interviews of an hour or more in response to similarly-conducted questionnaires designed to elicit tokens for a large number of phonological variables by style, and 40-50 grammatical items within syntactic frames. Resulting data were computerized and analyzed statistically. Some analyses are summarized in the report. Results demonstrate the importance of social and regional factors to usage in urban Canadian English, and indicate the overall influence of age in the linguistic process. The results of the study confirm the significance of location and socioeconomic status to grammatical use, and help outline a method for delineating majority and well-educated speech within a variety or comparison of sub-regional varieties. (MSE)

ED 313 946 HE 023 049

Groff, Warren H.
Preparing Proactive Transformational Leaders.
PUB DATE- Jun 89
NOTE- 56p.; Poor legibility prevents paper copy reproduction.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; Course Content; Course Organization; *Doctoral Programs; Educational Objectives; *Education Majors; Higher Education; *Leadership Training
IDENTIFIERS- Nova University FL

An introductory leadership course in an Ed.D. program in Child and Youth Studies, a redesigned early and middle childhood program at Nova University (Florida), is described. The course's purposes are first, to enable professionals to understand the impact of demographic, social, economic, political, and technological transitions on the institutions of society, particularly the family and youth, and second, to assist each student in developing active and continuous learning experiences to provide him with tools to become dedicated and proactive leaders. The course design incorporated development of conceptual frameworks, principles of adult learning, and information processing and reinforcement. The course's three sessions consisted of: (1) an overview with focus on strategic thinking and transformational leadership; (2) human resources development and organizational development; and (3 contemporary social problems. During the course, each student developed a three-year individual education plan. Links with the subsequent leadership and specialization courses are explained. 10 references. (MSE)

ED 314 015 IR 014 073

Newman, Denis
Application of Intelligent Tutoring Technology to an Apparently Mechanical Task.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Cognitive Processes; *Computer Assisted Instruction; *Expert Systems; Formative Evaluation; *Instructional Design; Military Training

The increasing automation of many occupations leads to jobs that involve understanding and monitoring the operation of complex computer systems. One case is PATRIOT, an air defense surface-to-air missile system deployed by the U.S. Army. Radar information is processed and presented to the operators in highly abstract form. The system identifies aircraft as friendly or hostile based on flight patterns and radio signals. The operator watches the system make life-or-death decisions about aircraft which are well out of visual range. He or she must understand what is happening during the few minutes that a track takes to traverse the radar's area of coverage and be prepared to override the system in cases of local exceptions to the decision procedure, intelligence from other sources, or overriding commands from higher echelons. Formative evaluation research is reported on INCOFT, an intelligent instructional system developed to train soldiers to monitor the automatic identification processes used by PATRIOT. The research indicates a significant way in which attempting to teach the apparently mechanical task of matching the PATRIOT identification algorithm is not an entirely mechanical process. Students do not see the task as understanding an algorithm but rather as determining the identity of the aircraft picked up on their radar. Simple heuristics are often preferred over the effortful mental arithmetic even when very few aircraft are involved. An initial step in training is to convey the notion that there is an algorithm on which these decisions must be based. Understanding and using the algorithm requires tolerating uncertainty as information on aircraft slowly accumulates. (5 references) (GL)

ED 314 029 IR 014 112

Montgomery, Rae; Sayre, Scott
A Selected Interactive Videodisc Bibliography. TDC Research Report No. 2.
Minnesota Univ., St. Paul. Telecommunications Development Center.
PUB DATE- Feb 89
NOTE- 17p.; For other reports in this series produced by the Telecommunications Development Center, see IR 014 111-116.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Computer Assisted Instruction; Elementary Secondary Education; Higher Education; Instructional Effectiveness;

*Interactive Video

This bibliography lists 360 monographs, journal articles, research reports, and conference proceedings on interactive videodisc and educational applications of this technology. Materials through December 1988 are included. A sidebar provides background on interactive video technology. (MES)

ED 314 086 IR 053 037

Van Zijl, Philip
People's Libraries in Support of People's Education.
PUB DATE- Mar 89

NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apartheid; *Black Studies; Community Information Services; Continuing Education; Elementary Secondary Education; Foreign Countries; *Humanistic Education; *Information Services; *Instructional Innovation; Library Personnel; *Library Planning; Political Influences; *Special Libraries
IDENTIFIERS- Peoples Education (South Africa); *Peoples Libraries (South Africa); *South Africa

This paper addresses the planning of information services in South Africa via Peoples Libraries in support of People's Education, i.e., Post-Apartheid education with a humanistic perspective that strives to offer black and white students education with equal levels of quality, and includes Black Studies in the curriculum. People's Libraries are defined as facilities that proactively provide information as well as physical space to assist people in decision making and self-development. It is noted that most libraries that currently fall under that definition are not part of official library and information services. This paper includes a discussion of two potential objectives of People's Libraries: to support labor movements, alternative education programs, and adult education and, in the Post-Apartheid Era, to support and promote reeducation programs on a nationwide scale. It is proposed that services would include storage and dissemination of information in all formats and information referral, and People's Library personnel would be: (1) politically aware, (2) educationalists, (3) managers, (4) organizers, (5) information experts, and (6) willing to perform their jobs for relatively low remuneration or on a voluntary basis. (19 references) (SD)

ED 314 153 PS 018 396

Medical and Family Leave: Benefits Available to Female Workers in the United States.

National Council of Jewish Women, New York, NY. Center for the Child.

PUB DATE- Mar 87
NOTE- 15p.; Paper is based on testimony submitted by James T. Bond, Director, National Council of Jewish Women, Center for the Child, to the U.S. Senate Subcommittee on Children, Families, Drugs and Alcoholism (February 19, 1987) and to the U.S. House of Representatives Subcommittees on Labor-Management Relations and Labor Standards (March 12, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employed Parents; *Employers; *Fringe Benefits; Health Insurance; *Mothers; National Surveys; *Personnel Policy
IDENTIFIERS- Family Leave; *Maternity Benefits; Medical Leave

This paper discusses a national survey of employee benefits designed to investigate the extent to which employers have independently implemented basic components of a comprehensive maternity plan. Components include: (1) standard policies that set the period of leave; (2) job-protected medical leave for maternity; (3) employer contributions to health insurance during medical leave; (4) wage replacement during the medical leave; (5) family leave after the maternity-related disability; and (6) a reduced work schedule following medical leave for maternity. The survey was conducted in nearly 100 communities around the country. A total of 2,243 organizations completed questionnaires. Results show that large employers are more likely than small employers to ensure leave benefits by incorporating them in personnel policies. Large employers are also more likey to provide eight or more weeks of job-protected medical leave for maternity, make payments toward health insurance coverage during leave, and provide at least partial wage replacement. However, small employers are just as likely as large employers to offer some family leave to working mothers and are more likely to allow women to return to their job on a reduced work schedule after childbirth. (RJC)

ED 314 238 SE 050 846

Getting Started in Science: A Blueprint for Elementary School Science Education.

Biological Sciences Curriculum Study, Boulder, Colo.; National Center for Improving Science Education, Andover, MA.; NETWORK, Inc., Andover, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 89

NOTE- 75p.; For related reports see SE 050 679-681.

GRANT- RI68B80001

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - Bibliographies (131) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Science; *Educational Assessment; *Educational Improvement; Elementary Education; *Elementary School Science; *Government Role; Higher Education; Science and Society; *Science Curriculum; Science Education; Staff Development; *Teacher Education; Technology

IDENTIFIERS- *Science Policy

This report is a blueprint for the creation of an effective, national program of science education for elementary school children in the United States. It draws together information about curriculum, instruction, assessment, and teacher development for elementary science. It was written in response to a widely expressed need to improve education in general and science education in particular. It is directed primarily to those who have a concern with, and a responsibility for, the education of children in public schools: elementary school teachers and principals, science specialists, curriculum directors, assessment personnel, staff development leaders, school district superintendents and administrators, state and federal education officials, university professors, and policy boards at all levels of education. Thirteen recommendations to federal, state, and local officials are included. An annotated bibliography of 27 references is provided. (CW)

ED 314 270 SE 051 128

Stonebarger, Bill
Nuclear Power: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-011-3
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street,

Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Instructional Materials; Middle Schools; *Nuclear Energy; Nuclear Power Plants; Nuclear Warfare; Physics; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

One of the most important discoveries of the twentieth century was the fission of radioactive materials. This booklet considers nuclear energy from three aspects: time; space; and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of nuclear power, a time line related to these concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

Leavitt, Midge, Ed.
Teaching All the Children: Stories from the Classroom.
New Brunswick Dept. of Education, Fredericton (Canada).

PUB DATE- Dec 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Classroom Techniques; Cooperative Learning; Disabilities; *Elementary School Curriculum; *Elementary Secondary Education; Foreign Countries; *Learning Strategies; *Mainstreaming; *Secondary School Curriculum; Student Needs; Teacher Student Relationship

This book presents personal narratives from New Brunswick teachers concerning their experiences in trying to meet the academic and social needs of children in multi-level classes. Topics include the first year of teaching, the process of adapting for students who have special needs, cooperative learning in the class, integration experiences, integration at upper Miramichi Elementary School, realistic integration, child-centered teaching, strategies for inclusion, ways to meet individual needs, and the passion for learning. (RJC)

ED 313 931 HE 022 442

Higher Education in Israel. Statistical Abstract 1986/87.
Council for Higher Education, Jerusalem (Israel).
PUB DATE- Aug 88
NOTE- 174p.
LANGUAGE- English; Hebrew
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; Buildings; College Faculty; College Students; Degrees (Academic); Educational Finance; Enrollment Trends; Foreign Countries; Nontraditional Students; *Postsecondary Education; *Student Characteristics; Vocational Schools
IDENTIFIERS- *Israel

A statistical abstract provides data on the seven institutions of higher education in Israel: the Technion, Israel Institute of Technology; the Hebrew University of Jerusalem; the Weizmann Institute of Science; the Bar-Ilan University; the Tel-Aviv University; the Haifa University; and the Ben-Gurion University of the Negev. Data on the Everyman's University are also presented along with information on other institutions of higher education accredited by the Council for Higher Education. Seven sections focus on the following students (e.g., students in universities by level of degree, by field of study, and by continent of birth); recipients of degrees (e.g., by level of degree, by institution, and by field of study); candidates; staff (e.g., staff in universities by institution, senior and junior academic staff, and administrative staff); budgets (e.g., national expenditure on higher education and education; ordinary budget of the universities; and development budget); physical data (area of buildings in universities); and non-university institutions of higher education (e.g., staff, students, and recipients of degrees in non-university institutions and ordinary budget of non-university institutions of higher education). (SM)

Hugstad, Wendelyn K.
Reviewing the California Master Plan for Higher Education: Process, Politics, and Outcomes. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; *Educational Planning; Formative Evaluation; Governance; *Higher Education; *Master Plans; Outcomes of Education; Planning Commissions; Policy Formation; Public Policy; Self Evaluation (Groups); *Statewide Planning
IDENTIFIERS- *ASHE Annual Meeting; *California

The work of the 1984-1987 California Commission for the Review of the Master Plan for Higher Education (which spelled out how the function of each of its three public higher education segments would be differentiated, governed, and coordinated) is reviewed with focus on its effectiveness. Members of the Commission were asked to determine their perceptions of its effectiveness in meeting 10 characteristics: choice of commission members; clarity of state mandate; number of meetings held to allow commissioners to fully understand the issues and solutions; importance of strong leadership by the commission's chair; choice of commission staff; ability to seek public opinion; content of the commission's report; commission advocacy of the report; timeliness of commission final report; and usefulness of its recommendations to the state. A detailed questionnaire was given to 73 key representatives from six participant groups (commissioners, commission executive staff, chief executive officers advisory group, segmental advisory group, faculty advisory group, and legislative representatives). Results include the following: respondents were less satisfied with certain elements in the external environment that affected the process of the review (e.g. work of the legislative Joint Committee); and all the characteristics except timeliness of the commission's final report were found to be useful in judging commission effectiveness. A list of recommendations regarding the reviewing process is provided. Tables are included. Contains 15 references. (SM)

ED 313 986   HE 023 091

Arnold, David L.
Beyond Mentoring: A Rationale for the Study of Higher Education in Pre-Service Faculty Development Programs. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; Doctoral Programs; *Educational Planning; Educational Quality; Education Work Relationship; *Faculty Development; *Higher Education; Institutional Characteristics; *Preservice Teacher Education; *Student Development; Teacher Education Curriculum
IDENTIFIERS- *ASHE Annual Meeting

A rationale for studying the history and organization of higher education in pre-service faculty development programs is presented. Faculty development has generally focused on the improvements of individual instructional skills and practice, becoming localized and isolated from the cosmopolitan world of higher educational institutions and disciplines. It is important that there be mechanisms by which students in doctoral programs receive deliberate orientation to institutional and career characteristics of higher education and faculty service. Programs in higher education should assemble a repertoire of export seminars addressing various aspects of the institutional environment of higher education. These programs could then be marketed to central administration and deans of colleges as components in the various intercollege seminars that characterize most doctoral programs. Attached are: a chart on degrees of program development; a chart explaining such a program; and examples of institutional factors for discussion. Contains 4 references. (SM)

ED 314 000 HE 023 111

Supplemental Student Loans. Who Borrows and Who Defaults. United States General Accounting Office Fact Sheet for Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-33FS
PUB DATE- Oct 89
NOTE- 25p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Students; Donors; *Educational Finance; Financial Aid Applicants; Financial Support; Higher Education; *Loan Repayment; *Student Financial Aid; *Student Loan Programs; Student Responsibility
IDENTIFIERS- Stafford Loans; Supplemental Loans for Students

The report presents information collected by the U.S. General Accounting Office on the Supplemental Loans for Students (SLS) program, which provides market rate loans to postsecondary students in addition to, or in lieu of, other financial aid such as Stafford Loans and Pell grants. Some of the data are as follows: over $3.2 billion in SLS loans were guaranteed by nine guaranty agencies during the last 3 years; the nine agencies reported that students have defaulted on $310.6 million in SLS loans during the 3-year period; and there were 419,434 student borrowers who received only SLS loans during the 3 years compared to 673,458 who received both SLS and Stafford loans. The six appendices (the bulk of the document) provide information on: 11 largest guarantors of SLS loans in fiscal year 1988; SLS loan volume activity; borrowers who received only SLS loans; borrowers who received SLS and Stafford loans; and major contributors to the report. Four tables, nine figures, and a listing of related GAO products are included. (SM)

ED 314 058 IR 052 987

Gentz, William H.
The Bible in Church and Synagogue Libraries. CSLA Guide No. 16.
Church and Synagogue Library Association, Portland, OR.
REPORT NO.- ISBN-0-915324-27-X
PUB DATE- 89
NOTE- 29p.; Two-page chart will not reproduce legibly.
AVAILABLE FROM- Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97219.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biblical Literature; *Library Collections; *Library Services; *Religious Education; *Special Libraries
IDENTIFIERS- *Church Libraries; *Synagogue Libraries

The first chapter of this guide, which is intended to help congregational librarians find ways to use the Bible in their programs, provides background on the books and themes of the Bible. Various versions of the English Bible are discussed in the second chapter, and suggestions for studying the Bible and a Bible reading plan are offered in the third. Library tools for Bible study--concordances, dictionaries, commentaries, books about the Bible, and other resources--are described in the fourth chapter, and the fifth covers Bible societies and organizations as well as Bible study opportunities. The final chapter suggests several ways to promote use of the Bible: (1) supplementary materials; (2) exhibits and displays; (3) National Bible Week; (4) Bible materials for distribution; (5) non-book materials for the library; (6) planting a Biblical garden; and (7) Bibles for the reading-impaired. The guide concludes with quotations on the Bible from three prominent religious leaders. (MES)

Educational Goal Attainment: A Three-Year Follow-Up Study of Nonreturning 1985-86 JCCC Students.
Johnson County Community Coll., Overland Park, KS. Office of Institutional Research.
PUB DATE- Dec 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Dropouts; *Educational Attainment; Followup Studies; Mail Surveys; *Outcomes of Education; Participant Satisfaction; Questionnaires; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students; Withdrawal (Education)

In 1989, a follow-up study of non-returning students who had attended Johnson County Community College (JCCC) during fall 1985, spring 1986, or summer 1986 was conducted to assess the former students' achievement of their educational goals. A target population of 7,910 long-term leavers was surveyed regarding their opinions and perceptions of their educational experiences, level of satisfaction with JCCC, and future educational plans. Of the 970 survey respondents, 524 had not re-enrolled at JCCC since they attended in 1985-86. Study findings concerning these non-returning students included the following: (1) 63.9% were female, 35.7% were between the ages of 19 and 25, and 95.2% were white; (2) 35.1% were earning between $20,000 and $40,000, 62% were employed full-time, and 36% were very satisfied with their present job; (3) 78.6% had achieved their ultimate educational objective at JCCC, 70% indicated that JCCC had improved the quality of their life, and over 90% said they would recommend JCCC to their friends; (4) 47.7% had attended JCCC one or two semesters only, 50.2% had completed 15 credit hours or less, and 26.1% percent had completed less than six credit hours; (5) 57% indicated that they left JCCC because they had completed all desired course work; (6) 82.9% were satisfied with the quality of instruction, 82.3% were satisfied with facilities and equipment, and 81.1% were satisfied with the scheduling process; and (7) 72.9% were still not enrolled, but 42.6% had plans to enroll again. Data tables and an appendix comprised of the survey instrument, cover letters, an analysis of the representativeness of the survey respondents, and responses to open-ended questions are included. (WJT)

ED 314 167 PS 018 475

Kerwin, Sheila
Oakton Community College: Early Childhood Career Opportunities (ECCO) Program. Program Description Based on Grant Abstract.
PUB DATE- Dec 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; *College Curriculum; Community Colleges; *Day Care; Early Childhood Education; *Hispanic Americans; Limited English Speaking; Minority Groups; Postsecondary Education; Program Descriptions; *Teacher Education
IDENTIFIERS- *East Indians; *Pakistanis; Program Characteristics

The Early Childhood Career Opportunities (ECCO) Program is a 21-week program of intensive training that provides limited-English-proficient Hispanic, Indian, and Pakistani adult students with the required skills for entry-level positions in the child care field. Courses in early childhood focus on child growth and development, introduction to early childhood education, health and nutrition for the young child, play and creative expression, preschool techniques, and infant/toddler techniques. English-as-a-second-language courses for non-native speakers focus on reading and study skills, advanced reading and study skills, and grammar and composition. The ECCO program is located at the Oakton East Campus of Oakton Community College in Skokie, Illinois. Students successfully completing the course of studies are awarded Oakton's 18-hour certificate in Early Childhood Development. This report includes a training schedule, demographic data on ECCO students, and program objectives and activities. Sources of additional information about the program, including press releases and articles, are listed. (RH)

ED 314 197 PS 018 523

Cohen, Abby; And Others
Family Day Care Zoning. Local Officials Guide.
National League of Cities, Washington, D.C.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Lilly Endowment, Inc., Indianapolis, Ind.; Rockefeller Foundation, New York, N.Y.
REPORT NO.- ISBN-0-933729-54-5
PUB DATE- 89
NOTE- 83p.
AVAILABLE FROM- Publications Sales, National League of Cities, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004 ($20.00, plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Planning; *Family Day Care; Land Use; Local Government; Local Issues; *Local Legislation; Neighborhoods; *Urban Planning; *Zoning

This guide discusses city planning issues related to family day care zoning. The guide is divided into five sections. The first section discusses child care as a planning issue and focuses on changes in working patterns of families and in residential neighborhoods. The second section describes components of the child care delivery system, which include resource and referral agencies, in-home care, child care centers, and family day care. The third section focuses on family day care and the way in which planning interests are served by family day care. The fourth section discusses zoning ordinances that concern family day care, particularly, the ways in which zoning can limit family day care, the impact of licensing on zoning, the impact of zoning on licensing, analysis of zoning issues, and the process of dealing with legitimate problems caused by a family day care home. The final section discusses zoning solutions, including the definition of family day care, treatment by local law, the small and large family day care home, and desirable provisions for nondiscretionary or discretionary permits. Appendixes include the American Planning Association child care policy, lists of child care resource and referral agencies and state licensing agencies, and a sample permit procedure and permit ordinance. (RJC)

ED 314 211 PS 018 544

Lam, Y. L. Jack

The Single Child's Personality Development and School Adjustments: Some Suggestions for Future Research.

PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Family Structure; *Individual Development; Parent Child Relationship; *Personality Development; *Research Needs; *Research Problems; *Student Adjustment
IDENTIFIERS- *Only Children

In industrialized countries, a fundamental shift in child bearing practices has resulted in an increase in the proportion of families with one child. Assumptions contributing to negative ideas about the single child include the notions of the deprivation of positive sibling influences and of debilitating, anxiety-ridden parenting by mothers and fathers of firstborns. Research findings in this area are confounded by a lack of coherent theories, heterogeneous sample selection, poor quality of research designs, and problems confronting new research methodology, such as meta-analysis. Conceptual synthesis is needed to bring this chaotic situation to order. This paper: (1) stresses a need to integrate the effects of significant others with existing theories; (2) underscores the need to assess critical factors affecting the nature and quality of parent-children interaction; (3) suggests that major aspects of school performance and adjustment be considered in the process of detecting the growth and modification of children's personalities; (4) emphasizes the necessity of controlling extraneous factors that contaminate current research; and (5) points to the priority of conducting large-sample studies in single socio-cultural settings before cross-cultural comparisons are made. (RH)

ED 313 960 HE 023 065

Hamm, Russell E.

The Effects of Organizational Decline and Faculty Unionism on Perceived Effectiveness in Two-Year Colleges. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Community Colleges; *Declining Enrollment; Educational Demand; Enrollment Trends; *Organizational Change; Organizational Climate; *Organizational Effectiveness; Teacher Effectiveness; Teacher Morale; *Two Year Colleges; *Unions

IDENTIFIERS- *ASHE Annual Meeting

A search into the relationship between organizational decline and effectiveness was designed to confirm that two-year colleges are experiencing conditions of decline as perceived by faculty holding positions with two-year colleges. Attempts were made to examine the effects of decline on perceived academic effectiveness and faculty morale. The issue of whether faculty union status is a factor in determining perceived effectiveness was studied. Data for the study were extracted from the 1984 Carnegie Foundation for the Advancement of Teaching national survey, in which faculty were asked to respond to various items regarding feelings about the institution within which they served. Study findings support the contention that the relationship between decline and effectiveness and morale is not consistent across types of colleges and universities. It is suggested that two-year colleges may be added to the list of affected schools. Significant effects were found to occur in both academic effectiveness and morale. Results suggest that college managers must recognize (1) that decline conditions do affect perceived academic effectiveness and faculty morale and (2) that unique strategies need to be employed to blunt the effects of decline conditions in many community colleges. More research needs to focus upon the two-year institutions as unique from their higher education partners. Contains 19 references. (SM)

ED 314 030 IR 014 113

Kovel-Jarboe, Patricia
Organization and Technology Issues Related to Distance Education. TDC Research Report No. 3.
Minnesota Univ., St. Paul. Telecommunications Development Center.
PUB DATE- Mar 89
NOTE- 13p.; For other reports in this series produced by the Telecommunications Development Center, see IR 014 111-116.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Distance Education; Educational Planning; *Educational Technology; Higher Education; *Needs Assessment; *Telecommunications

This report focuses on the first of three phases in a project at the Institute of Agriculture, Forestry, and Home Economics (IAFHE) at the University of Minnesota. This project has been charged with developing a plan for delivering credit and on-credit educational offerings at multiple locations in the state. Background information on the project environment is followed by a description of the information-gathering approach, which consisted of interviews with faculty designed to elicit data related to target audiences, problems in instructional delivery, interaction among IAFHE units and between IAFHE and other university units, and their specific interests in distance education. A discussion of the findings covers: (1) needs of practicing professionals, nontraditional students, upper-division undergraduates, and institute faculty; (2) opportunities for the implementation of educational technology and benefits to faculty and students; and (3) barriers to the use of telecommunications technology, including time concerns, financial issues, lack of access to technical support, and fear of technology. Several technology options are suggested for short-term, mid-term, and long-term use. Included in the report are a brief overview of the second phase, which covers policy issues, implementation strategies, and support development, and a copy of the interview schedule. (4 references) (MES)

ED 314 072 IR 053 006

Newman, George C.
Institutional Resources--Shafer Library, Volume I; Institutional Profile, Volume II.
Findlay Coll., Ohio.
PUB DATE- Jun 78
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cataloging; College Libraries; Higher Education; Institutional Mission; Library Automation; Library Collection Development; *Library Expenditures; Library Instruction; *Library Personnel; *Library Planning; Library Standards; Nonprint Media; *Organizational Objectives; Periodicals; *Self Evaluation (Groups); User Needs (Information)
IDENTIFIERS- *ACRL Standards for College Libraries; *Findlay College OH

This self-study report begins by reviewing the history of the Shafer Library at Findlay College (Ohio) from 1968 until 1978, when the staff, director, and college reexamined its goals and objectives, particularly with reference to budgetary constraints and new academic and curricular developments. The report then analyzes the functions and components of the Shafer Library in relation to Association of College and Research Libraries (ACRL) standards. Volume I extensively evaluates and describes the following aspects of the Shafer library: physical facilities; personnel; collection development; circulation; library instruction; and the budget and expenditures. Three areas are identified as having highest priority: (1) library personnel needs to be increased at both the professional and the paraprofessional levels; (2) both print and nonprint materials need to be expanded and updated; and (3) audiovisual equipment must be acquired and replaced to enable a smoothly functioning media center. Within the text, 11 tables organize data and seven graphs depict trends. Appendixes include the floorplans for the Shafer library; a list of 18 colleges in the library cost and service analysis study; and lists of audiovisual equipment in the non-print media center and instructional and information guides in the Shafer Library collection. Ten references are listed. Volume II provides a profile of the library at the time of the study. (SD)

ED 314 101 JC 900 005

Centralia College Annual Report, 1988-89.

Centralia Coll., WA.
PUB DATE- 89
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; *Budgeting; College Administration; *College Instruction; *College Planning; Community Colleges; Institutional Advancement; Mission Statements; *Organizational Objectives; *School Effectiveness; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Centralia College WA

Based on an 18-month strategic planning process undertaken by Centralia College administrators and support staff, this report reviews the achievements of each of the college's units and divisions in 1988-89 and states their goals for 1989-90. Section I provides highlights of the 1988-89 college year in the areas of college advancement (including the Centralia College Foundation and Office of College Relations), administrative services (including the bookstore, business office, computer and personnel services, and budget and purchasing), instructional programs (including the continuing education and vocational education programs and division chairs), and student services (including alumni services, admissions and counseling, and financial aid). For each division and unit, the report includes a description of mission, staffing, committee involvement, budget, and major accomplishments. Section II outlines six major college goals developed as a result of the planning process and lists the actions taken by each college division and unit to meet those goals. The institutional objectives are: (1) to maintain high standards of instruction; (2) to meet the needs of students through enhanced support services; (3) to develop and market educational programs in response to community needs; (4) to encourage and support professional development of faculty and staff; (5) to promote a positive campus environment; and (6) to provide effective administrative leadership. Finally, section III lists each division's goals for 1989-90, elaborating on planned efforts to meet the six stated goals of the college. (JMC)

ED 314 113 JC 900 027

Huhra, Lourdene
Minority Business Export Initiatives: Final Report, 1989.
Chicago City Colleges, IL. Chicago City-Wide Coll.; Chicago City Colleges, IL. Harold Washington Coll.
SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Sears-Roebuck Foundation, Skokie, Ill.
PUB DATE- 2 Oct 89
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Business Education; Community Colleges; Cooperative Programs; Exports; *International Trade; *Minority Groups; Program Descriptions; Program Development; *School Business Relationship; Two Year Colleges; Workshops

The Minority Business Export Initiatives Program was developed by Harold Washington College and Chicago City-Wide College (two schools in the City Colleges of Chicago system) to assist minority business owners in developing and implementing international business strategies that would strengthen their economic viability within today's complex global economy. Prior communication with minority business development organizations revealed that minority businesses had an interest in exporting, but lacked the information and specialized skills necessary to develop an international business strategy. In response to these needs, a series of four workshops was conducted, focusing on assessment of export potential, use of public and private sector resources, export marketing plans, international market analysis, the fundamentals of distribution, and payment and financing methods for international sales. Another aspect of the program was the opportunity for participants to receive individual consultation from international business specialists as needed. Participants in the program were given information about Harold Washington College's Business and International Education Program and about the services and programs of other business development and international trade organizations. The use of promotional and referral services other than those available within the City Colleges of Chicago was a significant factor in the success of the program. Appendixes contain a workshop program, recruitment letters, a list of participants, workshop evaluation forms and comments, consultation session evaluations, and a case study of a minority entrepreneur in the telecommunications industry. (JMC)

ED 314 140 JC 900 073

Brewer, Hope; Easterbrook-Nadeau, Pamela, Ed.
Profile of New Brunswick Community College Students.
New Brunswick Dept. of Advanced Education and Training, Fredericton.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Achievement; Age; Community Colleges; Commuter Colleges; Educational Trends; *Enrollment Trends; Foreign Countries; Majors (Students); Place of Residence; *School Demography; Sex; State Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *New Brunswick

In 1989, a profile was developed of the full-time students attending New Brunswick community colleges (NBCCs), using demographic data, and educational and labor force background information found in student records. Data for the profile were retrieved from the NBCC's Student Information System for the academic years 1985-86 through 1988-89, focusing on the 31% of NBCC's students who were registered in programs lasting 20 weeks or longer. The study population comprised 100% of the students who were registered in Technology and Technical programs, 95% of those enrolled in Pre-Employment programs, 41% of those in Upgrading programs, and 6% of those in Special programs. The following trends in student characteristics were revealed: (1) since 1985-86, when the study population consisted of 40% females and 60% males, the proportion of females increased, reaching 46% in 1988-89; (2) the age structure of the student population over the four years was indicative of current trends toward a more mature student body in postsecondary institutions, with the average age increasing from 22 to 23 years; (3) 65% of the students were English-speaking and 34% French-speaking throughout the four-year period; (4) between 1985-86 and 1988-89, the percentage of students commuting over 100 kilometers to college decreased from 37% to 32%, while the percentage traveling between 20 and 100 kilometers increased from 25% to 30%; and (5) 64% of the 1988-89 students in the study population were academically successful, compared to 68% in 1987-88. (JMC)

ED 314 183 PS 018 503

Deschamps, Jean-Pierre; And Others
Health for Adolescents and Youth.
International Children's Centre, Paris (France).
PUB DATE- 89
NOTE- 60p.
AVAILABLE FROM- International Children's Centre, Chateau de Longchamp, Bois de Boulogne, 75016 Paris, France (individual issues--$8.00 each; 6-issue, 1-year subscription $30.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Health; *Health Needs; *Health Promotion; Maturity (Individuals); Public Health; Sexuality
IDENTIFIERS- *Tropics

This report discusses the health of adolescents and youth in the tropics. The report is divided into five sections. The first section defines adolescence, youth, the duration of adolescence, the age group and its problems, and societies in adolescence. The second section discusses adolescence in relation to society and culture and focuses on the 7-year cycle and emotional, social, and spiritual maturity. The third section describes health needs of adolescents in terms of psychosocial needs and needs related to physical development. The section also covers adolescent mortality, morbidity, health-related behavior, and perceived health. The fourth section discusses sexuality and health in adolescence. It focuses on sexual behavior, pregnancy and adolescence in Africa, abortion, contraception and planned parenthood, and sexually transmitted diseases. The final section discusses the response to adolescent health needs. The topics of this section include the role of physicians, the role of adults, health at school, primary health care, principles of group work in sex education, participation of youth in the promotion of health, and a model for organizing health services for and with young people. (RJC)

ED 314 225 RC 017 315

Honeyman, David S.; And Others
Financing Rural and Small Schools: Issues of Adequacy and Equity.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 79p.
CONTRACT- RI-88-062016
AVAILABLE FROM- ERIC/CRESS, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($11.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Consolidated Schools; Educational Equity (Finance); *Educational Finance; Educational Policy; Educational Trends; Elementary Secondary Education; *Finance Reform; *Financial Policy; *Resource Allocation; *Rural Schools; Rural Urban Differences; Small Schools; *State Aid; State School District Relationship

This monograph investigates issues related to the financial support of rural schools. The first section describes various state formulas and the methods used to distribute funds to rural schools. It considers questions about the adequacy of funding adjustments based on sparsity and the relationship of such adjustments to equal educational opportunity. It also synthesizes the current research on the status of school facilities. This section of the discussion details the relationships among wealth, ability to pay, and the maintenance and capital expenditure problems that rural, small (and usually poor) school districts face. The second section describes some of the legal challenges relevant to rural and small schools currently before the courts. At the heart of these challenges is the inability of existing finance formulas to address adequately the needs of rural education. These challenges are compared to similar challenges brought by urban schools. The third section discusses state and local support mechanisms and details efforts by some states to make the tax base more responsive to rural education needs. It considers issues involved in reclassification and reassessment of property, including relevant economic concerns of primarily agriculture-based economies. Conclusions and recommendations include discussions about consolidation and school reform as related to equal educational opportunity. (Author/TES)

ED 314 255 SE 051 112

Lester, Frank K., Jr.; And Others
The Role of Metacognition in Mathematical Problem Solving: A Study of Two Grade Seven Classes. Final Report.
Indiana Univ., Bloomington. Mathematics Education Development Center.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Jun 89
NOTE- 284p.; Drawings may not reproduce well.
GRANT- NSF-MDR-85-50346
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Beliefs; *Cognitive Processes; Grade 7; Junior High Schools; Mathematical Applications; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Metacognition; Problem Sets; *Problem Solving; *Qualitative Research
IDENTIFIERS- Mathematics Education Research

This project was designed to: (1) assess 7th-graders' metacognitive beliefs and processes and investigate how they affect problem-solving behaviors; and (2) explore the extent to which these students can be taught to be more strategic and aware of their own problem-solving behaviors. The primary assessment was conducted by analyzing video tapes of individual students and pairs of students working on multi-step problems and non-standard problems, and subsequently being interviewed about their performance. The interview probed the students' mathematical knowledge, strategies, decisions, beliefs, and affects. A variety of written protocol data, including pre- and post-tests, homework assignments, and in-class assignments were collected. The instruction was presented by one of the investigators to a regular-level and an advanced-level 7th-grade class about 3 days per week for a period of 12 weeks. Among the four categories of the cognitive-metacognitive framework, which included orientation, organization, execution, and verification, the orientation category had the most important effect on students' problem-solving. Finally, it appeared that instruction was most likely to be effective when it occurs over a prolonged period of time and within the context of regular day-to-day mathematics instruction.
(Author/YP)

ED 314 271 SE 051 129

Stonebarger, Bill

Radiation: Time, Space and Spirit--Keys to Scientific Literacy Series.

REPORT NO.- ISBN-1-55979-005-9

PUB DATE- 90

NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.

AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; Energy Education; *Instructional Materials; Middle Schools; Nuclear Energy; *Radiation; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

This discussion of radiation considers the spectrum of electromagnetic energy including light, x-rays, radioactivity, and other waves. Radiation is considered from three aspects; time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of radiation, a time line related to the concepts, a map of the important geography of these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 287 SE 051 162

Tanner, Joey
Marine Biology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.
REPORT NO.- ISBN-0-913705-05-5
PUB DATE- 82
NOTE- 84p.; For other units in this series, see SE 051 153-161. Revised Edition.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 ($16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Ecology; Elementary Education; *Elementary School Science; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Marine Biology; Marine Education; *Middle Schools; Oceanography; *Science Activities; Science Education; *Secondary School Science

Originally designed for the gifted student, these reproducible marine biology units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of marine biology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 900 FL 018 240

Leisy, Estelle Mendoza
Bilingual Kindergarten Strategy--Oral English/Spanish Self-Voice.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Bilingualism; *English (Second Language); *Interference (Language); Kindergarten; Oral Language; *Phoneme Grapheme Correspondence; Phonetics; Primary Education; Second Language Instruction; Second Language Learning; *Spanish Speaking; Visual Aids; *Young Children

Very young Spanish-English bilingual children may not perceive sound-clue illustrations presented in the classroom as they are intended to be perceived. For example, when a child is told, "A is for apple," he may also interpret the message as "A is for manzana," confusing the intended message. While the teacher may hear English only, the child's Spanish self-voice remains active and should be recognized. Use of "Pan-American" images whose names begin with the same phoneme (English "tiger"/Spanish "tigre") can reduce the disruptive impact of the Spanish self-voice and inconsistent application of English in this population. Use of visual aids consistent with this approach is also recommended. The intended effect is to gradually neutralize the Spanish self-voice and to support rather than discourage young children's confidence and classroom participation. (MSE)

ED 313 947 HE 023 051

Frase, Mary J.
Dropout Rates in the United States: 1988. Analysis Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-89-609
PUB DATE- Sep 89
NOTE- 114p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Comparative Analysis; *Dropout Characteristics; *Dropout Rate; High Schools; High School Students; *Hispanic Americans; *Minority Groups; National Surveys; Racial Differences; Regional Characteristics; Trend Analysis; Whites

A national study examined the extent of the high school dropout problem and identified the students most likely to drop out before completing high school. Using three separate measures, the study found that on average, 4.4% of 10th-12th graders dropped out of high school annually in the years 1985-88, down about 2% from 1978; nearly 13% of all 16- to 24-year-olds were not in school and had not completed school in 1988, down from 16% in 1968; and among a sample of 1980 high school sophomores, 17% had not graduated by 1982, but 46% of these non-graduates had completed school by 1986. The study also found that: the dropout problem is particularly pressing among Hispanics and the rate is not declining; nearly one-third of Hispanics have completed no more than six years of school; overall dropout rates, particularly for blacks, have declined in the last decade; differences in dropout rates of blacks and whites have decreased significantly; dropout rates for whites and blacks are similar when individual and family background are taken into account; and dropout rates are higher in the South and West. The report presents data in graphs and tables with narrative. (MSE)

ED 314 016 IR 014 089

Misanchuk, Earl R.
Using Microcomputers for Communication. Summary Report: Sociology 110 Distance Education Pilot Project.
PUB DATE- Apr 89
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; *Distance Education; *Evaluation; Foreign Countries; Higher Education; Pilot Projects

IDENTIFIERS- University of Saskatchewan (Canada)

A pilot project involved off-campus (distance education) students creating their assignments on Macintosh computers and "mailing" them electronically to a campus mainframe computer. The goal of the project was to determine what is necessary to implement and to evaluate the potential of computer communications for university-level distance education courses, specifically at the University of Saskatchewan. Some anticipated outcomes (more rapid turn-around of assignments and greater ease on the part of students in creating and editing assignments) were accomplished to varying degrees. Others (student use of specialized writing tools such as spelling checkers, and student-student electronic interaction) were not accomplished to any appreciable extent. A number of organizational and technological lessons were learned. Some had only local implications, but a number of them are generalizable to other institutions. The print-based instructional materials used by the students are included as an appendix. Also appended are the original proposal for the project, a "contract" used with regional colleges participating in the distance education network, a list of topics taught in orientation workshops for college supervisors involved in the project, and a supervisor's trouble-shooting guide. (Author/GL)

ED 314 044 IR 052 966

Miller, Bruce, Comp.
CMBLS: Catalog of Microcomputer Based Library Software. Second Edition.
Federal Library and Information Center Committee, Washington, DC.
PUB DATE- Apr 89
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Software; *Database Management Systems; Integrated Library Systems; Library Automation; *Library Technical Processes; Machine Readable Cataloging; *Microcomputers; *Online Catalogs; Optical Data Disks; Telecommunications; Union Catalogs

This catalog is a reference guide to microcomputer-based library software. It is noted that a CMBLS listing does not constitute a recommendation, as recommendations are not the policy of the FEDLINK (Federal Library and Information Network) Library Automation Resource Service, and that the catalog errs on the side of overinclusion to give the individual user many packages to explore on his/her own. Software is listed alphabetically under broad headings that indicate specific areas of application: (1) Acquisitions; (2) Cataloging; (3) Circulation; (4) Interlibrary Loan; and (5) Serials Control. Multifunction software packages are listed separately under eacn function they are designed to perform. Library systems claiming to be integrated are listed under Integrated Library Systems as well as under each function they are designed to perform. Each entry includes the software publisher, name and version of the software package, date of its publication, address and telephone number of the publisher, and a brief description with a price listing. Instructions are given for submitting additions to the list or corrections to items in this catalog, which is produced from a regularly updated database. A directory of publishers and a subject index are provided. (SD)

ED 314 239 SE 050 892

Francis, George, Ed.

The Role of Biosphere Reserves in Environmental Education and Training = Le Role des reserves de la biosphere dans l'education et la formation environnementales. Report of the Unesco/MAB Symposium Held During the Unesco/UNEP International Congress on Environmental Education and Training (Moscow, USSR, August 17-21, 1987). Report 20.

Canadian Commission for Unesco, Ottawa (Ontario). Man and the Biosphere Programme.

SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- Sep 88
NOTE- 150p.
LANGUAGE- English; French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Conservation (Environment); Ecology; Environment; *Environmental Education; Environmental Influences; Environmental Research; Higher Education; *International Programs; *Natural Resources; *Science Programs
IDENTIFIERS- *Man and the Biosphere; *UNESCO

Environmental education and training have been key elements of Unesco's Program on Man and the Biosphere (MAB) since its inception in 1971. The MAB Program is an intergovernmental program of research, training, demonstration and distribution of information, aimed at providing the scientific background and the trained personnel to deal with problems related to the rational use and conservation of natural resources. A paper entitled "Overview of Environmental Education and Training in Biosphere Reserves" (G. Francis) was the main symposium presentation. Included are six other papers that discuss the use of biosphere reserves in the following countries: Indonesia; Colombia; Thailand; France; the German Democratic Republic; and the Soviet Union. Activities of the Unesco/UNEP International Environmental Education Program (1975-1987) are summarized. (YP)

ED 313 916 FL 800 003

Weinstein-Shr, Gail
From Problem-Solving to Celebration: Discovering and Creating
  Meanings through Literacy.
PUB DATE- Nov 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; Case Studies; *Classroom Environment;
  *English (Second Language); Ethnography; *Hmong People;
  *Interpersonal Relationship; Language Teachers; Learning
  Motivation; Literacy; *Literacy Education; Problem Solving;

  Refugees; Second Language Instruction; *Teacher Attitudes
IDENTIFIERS- Pennsylvania (Philadelphia)

This article argues that the traditional classroom may provide little opportunity for English-as-a-Second-Language teachers to learn about the lives of their students. Drawing on ethnographic research in Philadelphia's Hmong community, an attempt is made to demonstrate how teachers can get a distorted picture of their students and how their students live. One teachers'experiences with three Hmong individuals illustrate how such assumptions can be challenged when the teacher has the opportunity to see these individuals in the context of their own communities. The intellectual climate is examined, Which allows a new view of literacy, where the emphasis is shifted from cognitive consequences to an interest in literacy in social context as a means through which relationships are negotiated, is examined. It is argued that the ideal classroom is one in which both teachers and students have the opportunity to learn about how the world looks through the other's eyes. Suggestions are made to teachers for creating an English-as-a-Second-Language classroom setting where they can discover more about the role of literacy in their students' lives and where students can both identify and expand the contexts in which literacy can create meanings for them. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 932　　　　　　　　HE 022 516

Carter, Larry G.; And Others
Governor's Challenge Grant, 1985-1988: Summary Evaluation.
Jersey City State Coll., N.J.
PUB DATE- 89
NOTE- 63p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Development; College Faculty; *Cooperative Education; Curriculum Development; Facility Expansion; Faculty Development; *Field Experience Programs; Financial Support; Fund Raising; Higher Education; *Liberal Arts; Management Information Systems; Outreach Programs; Program Administration; Program Evaluation; Public Colleges; *Student Placement; Student Recruitment
IDENTIFIERS- *Jersey City State College NJ

With funding from a $5.7 million state grant, Jersey City State College (New Jersey) undertook a comprehensive plan to become the premier cooperative education school in the state by offering inner-city, nontraditional students a program integrating an applied learning experience in all academic disciplines and expanded professional placement. The six major program components include: (1) faculty preparation and development; (2) curriculum revision; (3) support services; (4) outreach, including fund raising and recruitment; (5) renovation of existing facilities and construction of a dormitory; and (6) data collection and program evaluation. The report describes the program's development and organization, and chronicles the evaluation process and its results. Also included is information on the College advertising plan, the development of a management information system, and student outcomes. Observations are made on the accomplishment of program objectives, and some recommendations for improvement are offered. Appendixes cover administrative structure, sequence of activities, and the outside review panel report. (MSE)

Schmidtlein, Frank A.
Institutional Planning: Prescription vs. Practice. ASHE Annual Meeting Paper.
National Center for Postsecondary Governance and Finance, College Park, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; *Educational Planning; *Educational Policy; Futures (of Society); Higher Education; *Institutional Advancement; Institutional Characteristics; *Long Range Planning; National Surveys; School Policy
IDENTIFIERS- *ASHE Annual Meeting

The 3-year study examined the broad array of practices colleges and universities employ to define their character and determine future courses of action. Administrators at 256 institutions were surveyed regarding planning orientations and perspectives. Additionally, site visits were made to 16 campuses, where about 15 individuals were interviewed (e.g. trustee, chief executive officer, administrator, and selected deans, department chairs, and faculty). A few of the preliminary findings included: current interest in planning has led nearly all of the campuses to attempt formal planning processes over the past 15 years; and during the past 10 to 15 years, 15 of the 16 institutions conducted or initiated at least one formal activity designed to clarify mission and goals and/or develop a clearer vision of their future. Some preliminary speculations regarding the reasons planning did not appear as successful as anticipated include: unrealistic expectations about planning benefits; inaccurate assumptions about revealing priorities and problems; and unrealistic reliance on predictions. (SM)

ED 314 059 IR 052 988

Fidel, Raya
Extracting Knowledge for Intermediary Expert Systems: The Selection of Search Keys. Final Report.
Washington Univ., Seattle. Graduate School of Library and Information Science.
SPONS. AGENCY- National Science Foundation. Washington, D.C. Div. of Information Science and Technology.
PUB DATE- Jun 88
NOTE- 124p.
GRANT- IST-85-09719
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bibliographic Databases; Case Studies; Expert Systems; *Models; *Online Searching; Scientific and Technical Information; *Search Strategies; *Subject Index Terms; Thesauri
IDENTIFIERS- *Free Text Searching

This study investigated online searching behavior manifested by 39 experienced professional searchers performing their regular, job-related searches in order to uncover the rules they use for the selection of search keys, and to represent these rules in a formal model that could be used in the construction of intermediary expert systems. The case study method with controlled comparison was used, and data analyses were based on two existing models: the Selection Routine, a decision tree presenting the rules used to select search keys by eight searchers in a previous study, and a list of moves, or modifications, in search strategies that was based on observations of the searching behavior of the same eight subjects. Two types of moves were identified: operational moves that preserve the meaning of a request, and conceptual moves that change the meaning of a request. Within each type, the moves are presented in three groups: precision moves; recall moves; and moves to increase precision and recall. Data analysis involved measuring the frequency with which each type of search key was selected, each move was selected, and a reason was cited to explain the selection of a search key. The statistical associations among 11 variables were also examined for each search: (1) number of search keys selected; (2) percentage of free-text terms used; (3) frequency with which a thesaurus was not consulted; (4) number of databases used; (5) number of moves made; (6) percentage of operational moves made; (7) number of precision moves made; (8) number of recall moves made; (9) percentage of recall moves made; (10) the searcher's subject area specialty; and (11) the searcher's work environment. It was concluded that searching behavior is lawful and follows certain patterns; current systems cannot provide satisfactory recall and some are even an impediment to useful searching practices; and the requests presented by users are the least predictable of the factors that affect searching behavior. (6 tables, 3 figures, and 42 references) (SD)

ED 314 087 IR 053 038

Blamberg, Donald L., Ed.; And Others
Proceedings of the Conference on Application of Scanning Methodologies in Libraries (Beltsville, Maryland, November 17-18, 1988).
National Agricultural Library (DOA), Washington, D.C.
PUB DATE- 89
NOTE- 142p.
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Character Recognition; Digital Computers; *Information Systems; *Library Automation; *Library Technical Processes; Machine Readable Cataloging; National Libraries; *Optical Data Disks; *Optical Scanners; *Technological Advancement
IDENTIFIERS- Digital Data; *Digitizing; Retrospective Conversion (Library Catalogs)

Planned and organized by the National Agricultural Library (NAL), the conference was designed to bring together people involved in scanning projects and to evaluate the feasibility of using hand-held scanning devices for transcribing bibliographic information during the cataloging and indexing processes. Ten previously unpublished papers and a concluding address from the conference are presented in this report: (1) "Automated Document Architecture Processing and Tagging" (Stuart Weibel, John Handley, and Charles Huff); (2) "The Library of Congress Pilot Project with Optiram, Ltd." (Leo H. Settler, Jr.); (3) "Comparison of Scanning Methodologies for Conversion of Typed, Printed, Handwritten, and Microfilmed Materials" (William M. Holmes, Jr.); (4) "Digital Imaging at the Library of Congress" (Audrey Fischer); (5) "Issues in Document Conversion" (Frank L. Walker); (6) "Scanning and Digitizing Technology Employed in the National Agricultural Text Digitizing Project" (Pamela Q. J. Andre, Nancy L. Eaton, and Judith A. Zidar); (7) "Developing an Optical Disk System for Adult Education Manuscripts: The Kellogg Project at Syracuse University" (Terrance Keenan and Elizabeth Carley Oddy); (8) "Access to Little Magazines: An Index of Optically Scanned Contents Pages" (Stephen M. Roberts and Robert J. Bertholf); (9) "Experience with an Optical Disk System at FDA" (Kenneth Krell); (10) "Desktop-Digitization: Prospects and Problems" (Bradford S. Miller); and (11) "Concluding Address" (Robert M. Hayes). (SD)

Betsalel-Presser, Raquel; And Others
Child Care Quality and Children's Transition to Kindergarten.
Research Bulletins, 1989-90, Vol. VIII, No. 009.

Concordia Univ., Montreal (Quebec). Centre for Research in Human Development.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Day Care; Early Childhood Education; *Educational Quality; Elementary Education; *Kindergarten; *School Readiness; Social Cognition; Student Characteristics; *Student Development; *Student Experience

This report investigates the relationship between child care quality and children's transition into kindergarten. It focuses on four issues: (1) the definition and measurement of child care quality in group settings; (2) the relationship between child care quality and child development; (3) the relationship between child care quality and transition to school; and (4) teachers' perceptions of the day care child's transition to kindergarten. Transition from day care to kindergarten depends on the continuity among the environments that preschoolers are exposed to during childhood. High-quality day care experience may facilitate transition, while low-quality day care experience may prepare the child to anticipate a similar experience in kindergarten and thus give the child a negative attitude towards school learning. Includes a list of 38 references. (RJC)

ED 314 168 PS 018 476

Smolucha, Francine
The Relevance of Vygotsky's Theory of Creative Imagination for Contemporary Research on Play.
PUB DATE- 30 Apr 89
NOTE- 12p.; Paper presented at the National Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Creativity; Developmental Stages; *Imagination; *Individual Development; *Parent Influence; Piagetian Theory; *Pretend Play
IDENTIFIERS- *Developmental Theory; *Vygotsky (Lev S)

This documents describes a perspective on Vygotsky's theory of play and imagination that differs significantly from previous interpretations. Vygotsky proposed a developmental theory of creativity in which creative imagination develops from children's play activities into a higher mental function that can be consciously regulated through inner speech. In adolescence, a new level of creativity is reached as imagination and thinking in concepts begin to interact. But it is not until adulthood that creativity fully matures. Vygotsky's theory proposes that children learn how to do pretend play through interactions with an adult or more capable peer. Vygotsky specifies that creativity develops from making object substitutions in play. Evidence suggests that, contrary to the Piaget-derived view that the ludic symbol arises from solitary play, the majority of object substitutions during pretend play of children between 12 and 25 months of age are initiated by the mother. Contemporary research on play should not underestimate the importance of adult-child play interactions for the psychological development of the child. (RH)

ED 314 198 PS 018 524

Kyle, John E., Ed.
Children, Families & Cities: Programs That Work at the Local Level.
National League of Cities, Washington, D.C.
SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
REPORT NO.- ISBN-0-933-729-32-4
PUB DATE- Dec 87
NOTE- 214p.
AVAILABLE FROM- Publications Sales, National League of Cities, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004 ($15.00, plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childhood Needs; Child Rearing; *Community Problems; *Community Programs; Day Care; Early Parenthood; *Family Problems; Homeless People; Local Issues; *Social Services; Youth Employment
IDENTIFIERS- *Community Needs

This book profiles over 30 local programs and policies designed to meet the needs of children and families in cities and towns. The first chapter concerns the examination of issues related to children and families in the context of policy and planning. It calls attention to the need for comprehensiveness and coordination in the strategic implementation of programs and policies. The next four chapters deal with child care, youth employment, homelessness, and adolescent pregnancy prevention. The concluding chapter offers some lessons learned from the project regarding ways to serve children and families at the city and town level. The lessons provide a framework from which new or improved programs can be launched. Each chapter includes definitions, statistics, causes, effects, and general information related to a topic. Chapters also analyze major issues or themes pertinent to the topic and provide profiles of local programs or policies. Finally, each chapter includes a list of references and selected resources. (RJC)

ED 314 212 PS 018 545

D'Emidio-Caston, Marianne; Crocker, Ellen

Montessori Education: A Humanistic Approach for the 1990s.
PUB DATE- 87
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Content Analysis; Emotional Experience; Holistic Approach; *Humanistic Education; Individual Development; *Montessori Method; Relevance (Education); Self Determination; Social Values; *Values

This study identifies philosophical and instructional values implicit in the educational thought of Maria Montessori and compares those values with Shapiro's (1986, 1987) set of humanistic value principles. Shapiro's 16 value principles, which are derived from an analysis of 100 works of 89 well-known writers who have been publicly associated with humanistic education, concern: (1) a process orientation; (2) self-determination; (3) interpersonal connectedness; (4) personal relevance; (5) integration of affect and cognition in a holistic approach; (6) consideration of context; (7) an affective, experiential bias; (8) innovation; (9) democratic participation; (10) orientation toward personal growth; (11) orientation toward the intrinsic value of persons; (12) individualism; (13) reality as concrete and pragmatic; (14) formative over summative evaluation; (15) encouragement of diversity and creativity; and (16) the cultivation of spiritual potential. A content analysis of Montessori's highly philosophical book, "The Secret of Childhood," yielded 156 value statements that were sorted using Shapiro's 16 value principles. Results demonstrate extensive similarity between Montessori's values and the values of humanistic educators. Each area of similarity is discussed. (RH)

ED 313 901 FL 018 243

Zucker, George K.

Suggestions on the Transcription of Sephardic Texts into the Roman Alphabet.

PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alphabets; Form Classes (Languages); Grammar; *Hebrew; *Romanization; Scholarship; *Spanish; Uncommonly Taught Languages; Written Language
IDENTIFIERS- Sephardic Jews; *Transcription

Difficulties in transcription from the Hebrew to the Roman alphabet are discussed. The resolution of some of the problems in Judeo-Spanish texts using the "aljamiado" writing system are reviewed, including the use of some Hebrew consonants as vowels, representation of Judeo-Spanish sounds non-existent in Hebrew, and phonetic variations not resolved by context. Difficulties encountered in the transcription of aljamiado texts into the Roman alphabet are then examined. These difficulties include the lack of an accepted standardized system for transcription, representation of stress, adjusting the transcription to serve different purposes, such as historical study vs. accessibility to lay readers, and the legitimacy of transliteration. Six specific suggestions for transcription are made, and 3 transcriptions of the same text by different people are appended. The transcriptions are done by individuals whose native languages are Spanish, Judeo-Spanish, and English. (MSE)

ED 313 974 HE 023 079

McCaffrey, Suzanne

A Key to Survival: The Retention of Adult Students in an External Degree Program. ASHE Annual Meeting Paper.

PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989). Figure 1 may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Adult Students; College Attendance; College Students; Dropout Research; *External Degree Programs; Higher Education; Nontraditional Education; *Nontraditional Students; Prior Learning; *School Holding Power; Student Attrition
IDENTIFIERS- *ASHE Annual Meeting

A study investigating the usefulness of a model of student persistence in external degree programs (developed from the Bean and Metzner 1985 model) is discussed. Sample students aged 23 or older who were matriculated in such a program were used, as it was noted that the attrition rate for nontraditional students is higher than for traditional students. The model contained the following variables in the prediction of persistence: background; environment; academics; psychological outcomes; academic outcomes; and intent to persist. By investigating these variables for students in external degree programs, it is possible to make it more probable that such students will obtain a baccalaureate degree. All students enrolled in the external degree program at Caldwell College, New Jersey were sent a questionnaire measuring several independent variables (academic advisement, faculty interaction, finances, outside encouragement, outside commitment, utility, stress, satisfaction, and intent to persist). Study results attest to the usefulness of the Bean and Metzner model. Results include the following: (1) students presenting previous college credits upon matriculation and those who were encouraged by family, friends, and employers were more likely to persist in their studies; (2) the category of academic variables which included academic advisement and faculty interaction was not statistically significant; and (3) consideration should be given to establishing a policy requiring students who enter the program to have a given number of credits prior to enrolling as an external degree student. Contains 25 references. (SM)

ED 314 001 HE 023 112

Earl, Archie W., Sr.
The Effect of a Truly Liberal Education on Society.
PUB DATE- 21 Oct 89
NOTE- 20p.; Paper presented at the International Conference on General and Liberal Studies (29th, Indianapolis, IN, October 21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; College Students; Educational Quality; Excellence in Education; *General Education; Higher Education; *Liberal Arts; Outcomes of Education; School Role; *Student Development; Values

A liberal education (in which the student is exposed to a variety of different religions, political systems, economic systems, cultures, types of art work, and types of music) helps the student develop an appreciation of all these entities. In college, students are drawn from different states and school districts, and even different parts of the world. A part of a truly liberal education is the study of the history of engineering and mathematics. Physical education and leisure studies are also important. Such an education will affect society, providing a better work environment as people better understand one another's differences. A truly liberal education will help supervisors and managers realize that workers are capable of making a meaningful contribution to the company or organization, thus resulting in more loyal workers. It is through a truly liberally educated populace that it will be possible to build a great society, and America can become the great nation that the founding fathers intended it to be, where people of different races, sexes, religions, and national origins can find life, liberty, and the pursuit of happiness. A list of 10 suggested readings is appended. (SM)

ED 314 031 IR 014 114

Rubinyi, Robert; And Others

New Technologies for Distance Education: A Needs Assessment at the Delivery Site. TDC Research Report No. 4.

Minnesota Univ., St. Paul. Telecommunications Development Center.

PUB DATE- May 89
NOTE- 9p.; For other reports in this series produced by the Telecommunications Development Center, see IR 014 111-116.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Distance Education; *Educational Technology; *Extension Agents; Information Technology; Needs Assessment; Nonformal Education; *Organizational Communication; Research Needs
IDENTIFIERS- *Minnesota Extension Service

This study examined the potential applicability of educational technologies to the Minnesota Extension Service (MES), which delivers non-credit, educational programming to Minnesota citizens through 91 county extension offices in the state's 87 counties. A total of 62 MES field staff members participated in information-gathering meetings where they received a questionnaire examining information and technology aspects of program operations, participated in a group discussion about current methods of information distribution, viewed and listened to videotape and audiotape demonstrations of four new technologies (CD-ROM, audiotex, satellite teleconferencing, and interactive videodisc kiosk), completed a survey on the new technologies, and took part in a discussion of the technologies. Computer communication, educational software, software training, computer-assisted recordkeeping and educational support technology (e.g., voice mail, desktop publishing, and telefacsimile) were also assessed. The study found that most of the technologies have applications for MES staff but that expense, technical demands, and training are barriers to implementation. Tables provide data on methods used by staff for internal communication, methods used for external communication, resources needed by staff, responses to the survey on new technologies, new technology interests, and use of online database services. Areas for further research are suggested. (4 references) (MES)

ED 314 073 IR 053 007

Molz, R. Kathleen
The Knowledge Institutions in the Information Age. The Special Case of the Public Library.
Library of Congress, Washington, D.C.
REPORT NO.- ISBN-0-8444-0621-X
PUB DATE- 88
NOTE- 24p.; An Engelhard Lecture on the Book presented at the Library of Congress (Washington, DC, April 7, 1987). Supported in part by the Daniel J. and Ruth F. Boorstin Publications Fund.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Depository Libraries; Electronic Publishing; Elementary Secondary Education; Federal Government; *Government Role; Information Centers; *Information Dissemination; Legislators; *Library Role; Policy Formation; *Public Libraries; Public Schools
IDENTIFIERS- *Knowledge Production and Utilization; *National Information Policy; United States

This essay explores the somewhat uneven course of the public library as a knowledge institution in America and its relevance during the current information age, particularly in the United States, where there is a basic connection between access to knowledge and the political system. The public library situation is considered in terms of the dichotomy of consumption, (i.e., the assumption that services to the poor are in themselves a public good and should be provided to alleviate personal need), and investment (i.e., the assumption that the use of services provided to the poor will ultimately result in productive contributions to society). The history of access to information in public libraries is traced from the mid-nineteenth century to the present, and it is argued that the move from "knowledge" to "information" has been promoted by the business sector because substantial gains have been realized as a result of capitalizing on knowledge. This move from knowledge to information is seen as a threat to public institutions, particularly to public schools and libraries. In conclusion, it is argued that management policies of non-profit institutions and for-profit institutions should be different since technocratic systems are usually measured by tests of efficiency and effectiveness, whereas libraries should be concerned with accountability and legitimacy as they focus on the labor-intensive process of the inculcation of knowledge. (34 references) (SD)

ED 314 127 JC 900 058

Coker, Linda; And Others

"Success in Nursing": A Primary Intervention Course.

University of Southwestern Louisiana, Lafayette.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; Course Descriptions; Course Objectives; *Developmental Studies Programs; Economically Disadvantaged; Educationally Disadvantaged; Higher Education; *High Risk Students; Locus of Control; *Nursing Education; *Program Effectiveness; School Holding Power

GAIN (Getting Assistance in Nursing) is a federally-funded program designed to recruit and retain high-risk nursing students. One aspect of the GAIN program is a three-credit developmental course to prepare educationally and economically disadvantaged students for required nursing courses. The course, "Success in Nursing," consists of two classroom lecture hours and 2 hours of group laboratory activity each week for one semester. Focusing on academic and self-improvement, the course offers instruction in study skills, reading and comprehension skills, self-actualization, and critical thinking. The group laboratory hours emphasize classroom participation rather than grades. During the fall and spring semesters of 1987 and 1988, 62 students were enrolled in the "Success in Nursing" course. A battery of four tests was administered the first and last weeks of each semester to determine any changes in reading and math skills, locus of control, and self-acceptance during the course. The tests showed that a majority of students experienced improvement in their reading and math abilities, and an increased self-acceptance and internal locus of control. (WJT)

ED 314 141 JC 900 074

Patterson, Martha
The New Brunswick Graduate Follow-Up for the 1987 and 1988 Surveys.
New Brunswick Dept. of Advanced Education and Training, Fredericton.
PUB DATE- 88
NOTE- 274p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Education Work Relationship; Employment; Employment Experience; *Employment Patterns; Foreign Countries; *Job Training; Majors (Students); Outcomes of Education; *Student Characteristics; Two Year Colleges; Two Year College Students; Vocational Followup; Wages
IDENTIFIERS- *New Brunswick

In 1987 and 1988, the New Brunswick (Canada) Department of Advanced Education and Training conducted follow-up surveys of graduates of full-time training programs to determine their labor market success. In 1987, of the 2,319 graduates surveyed, 1,574 (68%) responded, while in 1988, 1,578 (69%) of the 2,302 graduates surveyed responded. In both 1987 and 1988, 80% of the respondents were single, slightly less than half were female, approximately two-thirds had completed 12th grade as their highest level of education prior to entering the training program. The percentage of respondents finding employment improved gradually from 59% in 1983 to 74% in 1987 and 78% in 1988. In both 1987 and 1988, Health/Community Services respondents had the highest employment rate. Between the two years, there were significant declines in the employment rate of Heating, Ventilation, and Air Conditioning, Protective Services, and Wood and Related Materials respondents, with Wood and Related Materials having the lowest employment rate (48%) and the lowest percentage of respondents having work related to their training (40%). The percentage of employed respondents working in a field related to their training increased from 54% in 1985 to 60% in 1987 and 62% in 1988. Close to 90% of the respondents in both years were working in New Brunswick. In 1988, the average reported full-time earnings were $340 per week, an increase of $40 per week over 1987; the average wages for females rose from 70% of this total to 76%. Appendixes contain fact sheets for each training program studied, including data on the survey population, labor force participation, employment, unemployment, and the most common occupations of respondents and the industries most often employing them. (JMC)

ED 314 184 PS 018 504

Johnson, Jessie
Language Development Component: All Day Kindergarten Program. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 89
NOTE- 26p.; For 1986-87 report, see ED 288 179; for 1988 report, see ED 301 327.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Full Day Half Day Schedules; *Kindergarten; *Language Acquisition; *Program Effectiveness; Program Evaluation; *Program Improvement; Questionnaires; Underachievement
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Ohio (Columbus); Program Characteristics

The language development component of Columbus, Ohio's All Day Kindergarten Program (ADKP) was evaluated. The ADKP was instituted in Columbus' public schools in January, 1972, to provide a full day of instruction for underachieving kindergarten pupils. In the 1988-89 school year, 18 teachers served in 18 elementary schools that were eligible for Chapter 1. Each provided daily instruction for two groups of 15 pupils each for about 13 hours a week. For evaluation purposes, the ADKP provided 114 days of instruction. Pupils included in the final pretest-posttest analysis attended at least 91.2 of the 114 days. Data were collected in five areas: (1) pupil census; (2) standardized achievement test scores; (3) teacher census; (4) parent involvement; and (5) inservice evaluation. The overall Normal Curve Equivalent (NCE) gain for the program averaged 17.6 NCE points for the 5.7 month treatment, or 3.1 NCE points for each month of treatment. Based on evaluation results, it was strongly recommended that the ADKP be continued in the 1989-90 school year. Results are discussed and steps for improving program effectiveness are specified. Pupil and teacher census forms, parent involvement survey forms, and general and orientation inservice evaluation forms are appended. (RH)

ED 314 256   SE 051 113

Kupari, Pekka, Ed.
Mathematics Education Research in Finland: Yearbook, 1987-1988.
Publication Series B: Theory into Practice 39.
Jyvaskyla Univ. (Finland). Inst. for Educational Research.
REPORT NO.- ISBN-951-680-138-2
PUB DATE- Jan 89
NOTE- 84p.; For the 1986 yearbook see ED 299 142.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Cognitive Processes; Cognitive Psychology; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Problem Solving; Secondary School Mathematics
IDENTIFIERS- *Finland; Mathematics Education Research

This yearbook includes four articles, one of which is written in German. The first article, "The Development of Mathematics Attitudes on the Upper Level of the Comprehensive School" (Olavi Karjalainen), examines the development of children's attitudes towards mathematics and the factors related to the development during the upper level of the comprehensive school. In this study the same pupils were followed through the entire comprehensive school (grades 1-9). The second article, "The Significance of Cognitive Psychology to Mathematics Teaching and Didactic Research" (Tapio Keranto), outlines the contribution of psychological research of cognitive processes and strategies to didactic research in mathematics and thereby to the development of mathematics teaching. The last two articles deal with problem solving and applications. "Problem Solving and Applications in the Finnish School Mathematics Since 1970" (Pekka Kupari), examines the role and development of problem solving and applications in comprehensive school mathematics during the past 18 years. The paper in German, "Offene Probleme in Mathematikunterricht" (Erkki Pehkonen and Bernd Zimmermann) describes the Finnish-German cooperation project, through which new forms of teaching problem solving in mathematics are searched. (YP)

SO

ED 314 288 SO 019 134

Blume, George T.
The Constitution: Little Short of Miracle. A One Act Drama for Elementary Schools.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 17 Sep 87
NOTE- 32p.; For related document, see SO 019 135. Photographs on p. 9B will not reproduce.
GRANT- 87-CB-CX-0023
AVAILABLE FROM- Virginia Polytechnic Institute and State University, Room 13, Draper Annex, Blacksburg, VA 24061 (free while current supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060)
DESCRIPTORS- Acting; Class Activities; *Constitutional History; Curriculum Enrichment; *Dramatic Play; Elementary Education; Elementary School Curriculum; Enrichment Activities; Learning Activities; Scripts; United States History
IDENTIFIERS- *Bicentennial; *United States Constitution

This 30 to 40 minute drama for elementary school students takes place in and around the Pennsylvania State House, Philadelphia, on September 17, 1787, the day the Constitutional Convention ended. The drama focuses on five major points: (1) the Colonial Confederation's situation at that time, which necessitated calling for such a convention; (2) the existence of the three constitutional plans that were presented; (3) the importance of the Connecticut Compromise to the overall continuation of the convention; (4) the refusal to sign the Constitution of three important delegates and their reasons; and (5) the actual signing of the document and adjournment. The number of characters and staging is left to the discretion of those in charge of the drama's production. While there are 16 speaking parts, this number could be expanded if desired. Most of the drama takes place in one room. How a director may want to arrange the room will depend upon the size of the stage. To assist those selected to act the part of a designated convention delegate, a short sketch of the 16 delegates with speaking parts is included. (JB)

ED 313 948 HE 023 052

Hart, Francis Russell

Beyond the Books: Reflections on Learning and Teaching.

REPORT NO.- ISBN-0-8142-0485-6
PUB DATE- Nov 89
NOTE- 197p.
AVAILABLE FROM- Ohio State University Press, 180 Pressley Hall, 1070 Carmack Road, Columbus, Ohio 43210-1002 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Classroom Environment; Cognitive Style; *College Curriculum; *College Instruction; Drama; Higher Education; Introductory Courses; Learning Strategies; *Literature Appreciation; Poetry; *Reading Instruction; *Teaching Methods; Teaching Styles

A professor of literature recounts and draws on his experiences in the undergraduate English classroom, providing guidance to other teachers through theoretical and anecdotal comments on teaching and learning styles, curriculum, and teaching methods. The first chapter sketches a theoretical framework synthesized from models of learning and teaching. Chapter 2 compares that model with what actually happens in a college class. The third and fourth chapters address the problem of where and how literature learning can begin. Two subsequent chapters look at the urgent problem of how to teach literature in its historical and cultural context. In most chapters, the examples emphasize narrative fiction. Chapters 7 and 8 focus on teaching other forms: poetry and drama. Chapter 9 discusses what it means to teach a specific author. A six-page bibliography, a general index, and an index of teaching texts cited are appended. (MSE)

ED 313 961 HE 023 066

Krotseng, Marsha V.

A Meeting of the Minds: Implementation of an Effective Enrollment Management Strategy at One Private Comprehensive University. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Educational Demand; Educational Economics; *Enrollment Trends; Higher Education; *Institutional Survival; Longitudinal Studies; *Marketing; Private Colleges; Student Recruitment

IDENTIFIERS- *ASHE Annual Meeting; *Enrollment Management

A case study is presented which tests Hossler's 1984 assertion (that well conceptualized plans to manage enrollment can lead to a better institutional self-understanding and an enhanced institutional health and vitality) and critically examines one private, comprehensive university's effort to improve the quality and quantity of its environmental and market data. Investigation focused on (1) factors contributing to the design and implementation of a new enrollment management system and (2) tangible effects attributed to the system 5 years after its inception. Information is presented as follows: toward a collaborative solution; defining the strategic components (market research, institutional pricing and student aid, institutional competition, admissions yield, admissions selectivity, and student retention); and after 5 years, some encouraging results. It is concluded that information on enrollment is crucial to institutions of higher learning to prevent an untimely demise. While private, enrollment-dependent campuses are the most vulnerable to the threat of dwindling freshman classes, all colleges and universities can benefit from the strategic framework constructed by the university in the study. Tables are included. Contains 13 references. (SM)

ED 314 017 IR 014 090

Johnson, Lynell, Ed.
The "Weekly Reader" National Survey on Reading and TV, Fall 1987.
Field Publications, Middletown, CT.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Students; *News Media; *Radio; *Reading Habits; Secondary School Students; *Student Attitudes; Surveys; *Television Viewing
IDENTIFIERS- *Weekly Reader

The "Weekly Reader" National Reading and TV Survey polls the nation's children twice a year in the pages of various "Weekly Reader" periodicals that are distributed to students in grades 2 through 12. The survey: provides children with a means of expressing their opinions on significant subjects of concern to themselves and to adults; communicates the attitudes of children to the adult community through publication of the results (both in the public press and in scholarly journals); and provides a record, over time, of the changing attitudes of children toward subjects of importance. At all grade levels, the survey is filled out by students in class under a teacher's supervision. Teachers summarize the class results. Nearly 14,000 teachers, representing more than 340,000 students, responded to the 1987 survey. A sample of 4,700 teacher summary forms was randomly selected for processing, each representing roughly 25 students, for a total sample of 117,500 students. The survey included questions on: (1) attitudes toward reading books, magazines, and newspapers; (2) attitudes toward watching television and listening to the radio; (3) favorite kinds of books, magazines, television shows, and radio programs; (4) students' perception of the source from which both children and adults get most of their news; (5) feelings about the importance of both adults and children keeping up with the news and about the level of difficulty of news stories; and (6) the extent to which children believe what they read and hear. The results are reported using bar graphs and pie charts. (GL)

Linked Systems.

Association of Research Libraries, Washington, D.C.

REPORT NO.- ISBN-0-918006-14-7
PUB DATE- 6 May 88
NOTE- 39p.; Papers presented at the Membership Meeting of the Association of Research Libraries (112th, Oakland, California, May 6, 1988). They will also be included in the proceedings of the meeting.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Bibliographic Utilities; *Computer Networks; *Cooperative Programs; Higher Education; Information Networks; Information Systems; Library Administration; Library Automation; *Research Libraries; *Shared Library Resources
IDENTIFIERS- *Linked Systems Project; OCLC; *Open Systems Interconnection

Three papers are compiled here for research library directors: (1) "Background: Open Systems Interconnection," in which David F. Bishop provides fundamental background information to explain the concept of the emerging technology of linked systems and open systems interconnection--i.e., an agreed upon standard set of conventions or rules that, when implemented will enable computers of different manufacturers, controlled by different types of internal programs, to communicate with each other as equals with minimal prior negotiation; (2) "LSP (Linked Systems Project) and the Library Community," in which Henriette Avram provides an overview of the current status of LSP, i.e., a program involving the Library of Congress, the American Library Association (ALA) Research Libraries Group, OCLC (Online Computer Library Center), and other groups, that is attempting to develop a means of sharing data from one system to another without having to learn each individual system and having a prescribed terminal for each system; and (3) "LSP: Implications for Our Libraries," in which Dorothy Gregor imparts a sense of what linked systems will mean for the future operations of their libraries, e.g., being able to link local online catalog systems with the networks so that library users can move from searching the local catalog to searching OCLC. A list of 11 selected readings is included. (5 tables) (SD)

ED 314 102 JC 900 014

Sworder, Steve
Arithmetic in the California Community Colleges.
PUB DATE- 28 Oct 89
NOTE- 50p.; Paper presented at the Annual Convention of the American Mathematical Association of Two-Year Colleges (15th, Baltimore, MD, October 26-29, 1989). Pages 9-13 of the original paper have been deleted.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *College Mathematics; Community Colleges; Computer Assisted Instruction; *Course Content; Curriculum Development; Delphi Technique; Literature Reviews; *Mathematics Instruction; *Remedial Mathematics; State Surveys; Student Characteristics; Two Year Colleges
IDENTIFIERS- *California

In 1989, a study was conducted to examine basic mathematics programs in the California community colleges and to produce specific program recommendations for the mathematics curriculum at Saddleback College. The study involved a number of components, including: (1) a review of the literature on developmental education and basic mathematics programs; (2) a survey of all California community colleges to determine the instructional practices used by faculty in basic mathematics or pre-algebra programs; (3) a review of community college catalogs to determine the organizational structure of the basic mathematics programs throughout the state; (4) a comparison of the characteristics of students enrolled in basic mathematics and those enrolled in beginning or intermediate algebra; and (5) a Delphi exercise, involving members of the Saddleback College mathematics faculty, conducted to develop specific recommendations regarding program objectives, organization, and support services for the existing mathematics program. Results of the study led to several conclusions. In light of the diversity of the students enrolled in basic mathematics courses, a variety of instructional styles are warranted, including self-paced instruction, computer-assisted instruction, and faculty and peer tutoring. The focus of the program should be to prepare students for success in algebra. This can best be accomplished by offering two versions of the Arithmetic/Introduction to Algebra course, one focusing on the arithmetic of whole numbers and decimals, the other focusing on the arithmetic of fractions, and both covering traditional arithmetic topics and simple linear equations. In either class, students would have access to a structured self-paced environment and an optional mathematics tutorial laboratory. Delphi exercise results are appended. (JMC)

ED 314 114 JC 900 028

Salary Survey Report for the Illinois Public Community Colleges, Fall 1989.
Illinois Community Coll. Board, Springfield.
PUB DATE- Jan 90
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; Community Colleges; *Contract Salaries; Faculty Workload; Fringe Benefits; Full Time Faculty; Part Time Faculty; Promotion (Occupational); *Salaries; *School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Drawing from information collected in the annual salary survey conducted by the Illinois Community College Board, this report presents data about compensation received by employees in the 50 Illinois public community colleges. Faculty salary data are based on actual contracts, salaries from faculty salary schedules, part-time faculty salary rates, and overload faculty salary rates. Also included are administrative salaries; other professional salaries; average faculty load information; salaries for positions similar to University Civil Service classifications; salaries of selected administrators; and fiscal year 1989 total salaries actually paid to faculty, administrators, other professionals, and classified staff. Highlighted findings include the following: (1) faculty were paid an average annual salary of $40,757, administrators an average of $42,887, and other professionals an average of $29,618; (2) the average cost of fringe benefits was $2,993 for full-time faculty, $3,346 for administrators, $2,870 for other professionals, and $2,891 for classified staff; (3) fiscal year 1990 weighted average salary increases were 6.7% for faculty, 6.6% for administrators, 6.7% for other professionals, and 7.1% for classified staff; and (4) part-time faculty were paid an average of $311 per credit hour. (JMC)

ED 314 155 PS 018 413

Cahan, Emily D.
Past Caring: A History of U.S. Preschool Care and Education for the Poor, 1820-1965.
National Center for Children in Poverty, New York, NY.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-926582-00-3
PUB DATE- 89
NOTE- 72p.
AVAILABLE FROM- National Center for Children in Poverty, Columbia University, 154 Haven Avenue, New York, NY 10032 ($5.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bias; *Day Care; Delivery Systems; *Disadvantaged; Early Childhood Education; Educational History; Employed Parents; *Federal Government; *Government Role; Kindergarten; Mothers; Nursery Schools; *Preschool Education; *Social Change; Social Class
IDENTIFIERS- *Infant Care

This monograph focuses on early forms of preschool care and education, the professions and children in the 1920s and 1930s, the federal role in a series of crisis interventions, and social and intellectual changes affecting early education in the 1960s and 1970s. The rise of a two-tier system for care and education of the preschool child is addressed first. On one hand, a nursery school and kindergarten system for middle-income children developed into one whose primary focus was to supplement enrichment available at home. These nursery schools and kindergartens were held together as a system by their aim of educating and socializing the growing child. On the other hand, a childminding or day care system for low-income children developed in response to the necessity of maternal employment outside the home. The report examines consequences of the stratified system of preschool care and education for poor children and their families. The most important of these was the stigmatization of child care as a function of social welfare. It is concluded that various "suitable home" eligibility requirements established for applicants of social welfare benefits have caused minorities (especially blacks) to be consistently excluded from the system. Over 100 references are cited. (RH)

ED 314 226 RC 017 317

Schaiper, Len; Flores, Jayni
Perceptual Learning Style Differences among Mexican American High School and University Students.
PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Conference of the National Association for Bilingual Education (San Francisco, CA, March, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; *College Students; Educational Research; *Learning Modalities; Mexican American Education; *Mexican Americans; Multisensory Learning; Perception Tests; *Secondary School Students; Sensory Experience
IDENTIFIERS- Multi Modal Paired Associates Learning Test; Perceptual Modality Preference Survey

Research on learning styles of Mexican Americans has focused on the cognitive processes and cultural variables effecting cognitive style rather than on perceptual learning style. This study is the first attempt in the assessment of seven perceptual learning style orientations among an exclusive Mexican American population. Using the Multi-Modal Paired Associates Learning Test-II and the Perceptual Modality Preference Survey, 10 high school students and 7 university students were tested in the following perceptual modalities: (1) print; (2) aural; (3) interactive; (4) visual; (5) haptic; (6) kinesthetic, and (7) olfactory. The study determined the nature of individual differences in learning and made subjects more aware of their overall perceptual learning style, their perceptual learning style preferences, and their actual strengths. The interactive learning style was the dominant (first or second) preference of 12 of the 17 subjects; visual ranked second, print third, aural fourth, and haptic fifth. A comparison of group data with previous studies showed that the visual modality was the most prevalent actual strength. Recommendations for further research include retesting this sample in 10 years to determine changes in learning style preferences; testing a wider sample of adults; examining the effects of cultural variables on perceptual style strengths; determining if instruction through perceptual strengths improves student achievement; and testing of educators to enable them to learn more about their own perceptual learning styles. (ALL)

ED 314 272 SE 051 130

Stonebarger, Bill

Scientific Methods and Values: Time, Space and Spirit--Keys to Scientific Literacy Series.

REPORT NO.- ISBN-1-55979-003-2
PUB DATE- 90

NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. DRawings may not reproduce well.

AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; *Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Scientific Methodology; Scientists; *Secondary School Science; Technology

This booklet considers scientific methods and values from three aspects; time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and values of science, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 313 917 FL 800 011

Stein, Sondra G.
The Massachusetts Workplace Education Initiative Program Summary.
Commonwealth Literacy **Campaign**, Boston, MA.
PUB DATE- Jan 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- English (Second Language); Federal Aid; *Inplant Programs; *Labor Education; Limited English Speaking; *Literacy Education; Program Descriptions; Program Development; *Staff Development; State Programs; Statewide Planning
IDENTIFIERS- *Massachusetts; *Workplace Literacy

The Massachusetts Workplace Education Initiative was established in 1986 to create 6 model workplace literacy education programs and later expanded, with state and federal funding, to more than 20 programs at over 40 worksites. The initiative was developed in response to the growing recognition of functional illiteracy in an increasingly complex workplace. The five goals of the initiative are to: (1) provide workers with the opportunity to develop basic reading, writing, and computational skills and earn credentials for upgrading their workforce positions; (2) to increase employer awareness of functional illiteracy and its costs; (3) to develop unions' understanding of the extent and implications of functional illiteracy among members and other workers; (4) to develop partnership models linking acquisition of basic skills with increased worker opportunities; and (5) to promote ties between education, training, and employment communities at state and local levels. The Initiative has tried to fund programs representing the full spectrum of needs within the state, in mature industries and the growing service sector, for union and non-union workers. Most early programs were English-as-a-Second-Language and literacy programs for non-native English-speakers, with programs for native speakers added in the second year. The 22 programs funded for fiscal year 1989 are described briefly. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 933 HE 022 821

Smith, Harold A.

Socio-Economic Importance of Links between Campuses, Communities, and International Students and Alumni: Perceptions of Collegiate and Community Leaders.

Mississippi State Univ., Mississippi State.

PUB DATE- May 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alumni; *Community Attitudes; Community Leaders; *Cooperative Programs; *Foreign Students; Higher Education; *School Community Relationship; *Socioeconomic Influences; Surveys
IDENTIFIERS- Alabama; Georgia; Mississippi; Tennessee

A Mississippi State University study investigated the perceptions of community and higher education leaders (N=197) concerning the potential socio-economic importance to Americans of establishing continuing links among communities, colleges and universities, and international students and alumni. Individuals surveyed include academic vice presidents, graduate and/or undergraduate deans, international student advisors, and alumni executives at public four-year colleges and universities in Alabama, Georgia, Mississippi, and Tennessee and volunteer leaders elected annually and professional administrative staff in community leadership organizations such as chambers of commerce or convention and visitors' bureaus in the same states. Findings support the following conclusions: (1) while educational and community leaders agree on the professional and educational benefits and institutional and community benefits of such links, community leaders attach more importance to economic benefits than do academic leaders; (2) community leaders in Georgia and Tennessee appeared to be more enthusiastic than in the other two states about such links; and (3) both groups' perceptions of the importance of links appear to have been influenced most by prior international experience. Recommendations for action include development of more formal programs, cooperation in encouraging study abroad, and increases in the use of foreign students as classroom or counseling resources. The 77 community and higher education institutions participating are listed. (MSE)

ED 314 088   IR 053 039

Mulcahy, Kevin

Reference Collection Policy Statement: Alexander Library.

PUB DATE- Apr 88
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Libraries; *Administrative Policy; Art; Bibliographic Databases; Business; Higher Education; *Library Collection Development; Music; Online Systems; *Organizational Objectives; Philosophy; *Reference Materials; Scientific and Technical Information; Users (Information)
IDENTIFIERS- *Rutgers the State University NJ

This policy statement begins by presenting the objectives of the Reference Collection Policy for Rutgers University's Alexander Library: (1) to describe the current state of the collection; (2) to articulate the goals of the collection; and (3) to provide users of the library with a clear and concise explanation of what is and is not included in the reference collection, and why. The institutional setting of the library and the organization of the reference collection are then described. An explanation of selection methods is followed by a description of collection principles (e.g., currency, duplication, and quality of resources); selection notes for 20 types of materials by format (e.g., almanacs, bibliographies, and book review sources); notes on special policy considerations for automated formats (e.g., online databases); and selection notes by subject for art, business, education, music, philosophy, and science. Statistics on the number of holdings and the breakdown of materials in individual subject areas are presented in tables. Two appendixes list graduate programs served by Alexander Library and programs of studies for liberal arts students. (SD)

ED 314 169 PS 018 477

Honig, Alice Sterling; Wittmer, D. S.
Recent Infant/Toddler Researches: A Helpful Guide for Caregivers.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Infants; *Information Needs; *Resource Materials; *Toddlers
IDENTIFIERS- *Infant Care; *Research Results

Designed for child caregivers, this guide to research on infants and toddlers offers references to works that provide reasons for high quality care and increase caregivers' understanding of ways to facilitate the optimal development of babies. Citations concern abuse, attachment, caregiver role, child care effects, child care quality, child competence and intelligence, discipline, socialization, enrichment programs, fathering, gender, infant mental health, longitudinal effects of intervention, language, parent-child relations, transactional influences, peers, prosocial behavior, risk factors, special needs, temperament, and buffers. Materials that include information that can help parents, caregivers, or children overcome difficult conditions are noted. Nearly 50 references are cited. (RH)

ED 314 213 PS 018 546

Hawaii Chapter 1 Program Evaluation: School Years 1985-86 and 1986-87.

Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.
REPORT NO.- RS-88-4609
PUB DATE- Sep 88
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Disadvantaged Youth; Elementary Education; Elementary School Students; *Mathematics Instruction; Program Effectiveness; Program Evaluation; *Program Implementation; *Reading Instruction; State Programs
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Hawaii; Program Characteristics

This report offers an evaluation of the Hawaii Chapter 1 Program for school years 1985-86 and 1986-87. The reading and mathematics programs served 14,158 students in 1985-86 and 14,280 in 1986-87. Data regarding reading indicated that mean normal curve equivalent (NCE) gains greater than zero were found in all districts and grade levels for both school years. Elementary school students (grades 1-6) tended to have greater reading achievement gains than secondary school students (grades 7-12). Statewide mean NCE reading achievement gain scores for 1985-86 and 1986-87 were 8.6 and 8.4, respectively. A total of 74 percent of students had NCE gain scores greater than zero in the 1985-86 school year, and 73 percent had such gains in the 1986-87 year. A greater proportion of elementary school students than of secondary school students made positive NCE gains for the 2-year period. Regarding statewide mathematics, the mean NCE gains were 8.2 in 1985-86 and 10.6 in 1986-87. Elementary students tended to have greater achievement gains than secondary students. For the 1985-86 and 1986-87 school years, 71 percent and 79 percent of Chapter 1 mathematics students had NCE gains greater than zero. Except for Windward school district, a greater proportion of elementary school (grades 2-6) students than of secondary school students made positive NCE gains for the 2-year period. It is concluded that Hawaii's Chapter 1 Program has had a positive impact on students. (RH)

ED 314 240 SE 051 073

The Death of a Star: Supernova 1987a. NASA Educational Briefs for the
Upper Elementary-Level Classroom.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EB-88-2-(E)
PUB DATE- 88
NOTE- 5p.; Drawings may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Astronomy; *Elementary School Science; Intermediate
Grades; *Science Activities; *Science Materials; *Scientific
Research; Space Exploration; *Space Sciences; Spectroscopy
IDENTIFIERS- National Aeronautics and Space Administration; Stars;

*Supernova

This material discusses supernova, the violent death of a massive star, at a level appropriate for upper elementary students. Background information on Supernova 1987a is presented. Observation techniques using visible light, ultraviolet waves, radio waves, neutrinos, X-rays, and gamma-rays are described. A vocabulary list, 11 questions, and 6 activities are provided for classroom use. Lists 11 references. (YP)

ED 313 902 FL 018 255

Bowman, Brenda; And Others
TEFL/TESL: Teaching English as a Foreign or Second Language. Manual M041.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- May 89
NOTE- 236p.
CONTRACT- PC888-2244A
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; *English (Second Language); Grammar; Higher Education; *Language Skills; Language Teachers; Language Tests; Lesson Plans; Second Language Instruction; Skill Development; Teaching Guides; Testing
IDENTIFIERS- *Peace Corps

The manual on the teaching of English as a Foreign or Second Language is intended as a practical classroom guide for Peace Corps volunteers. It describes procedures and offers sample exercises and activities for a wide range of listening, speaking, reading, and writing skills (whole-class, small-group, and individual participation), and classroom testing and preparation for national examinations. The manual covers a variety of teaching situations, including primary and secondary schools and colleges, the office or workplace, school and work settings with limited facilities for instruction and those with ample support, and any geographical or cultural setting where Peace Corps volunteers may be found. Background and theoretical information are provided in addition to practical suggestions for classroom instruction. The first chapter deals with the needs and constraints of teaching in different situations. Chapter 2 discusses working with a variety of approaches. The next four chapters outline specific techniques and activities for teaching speaking, listening, reading, and writing. Chapter 7 addresses the teaching of grammar, and the final chapter focuses on lesson planning and testing. Appended materials include lists of textbooks and references, relevant organizations and publications, and acronyms. An evaluation form for evaluating the manual is included. (MS)

ED 313 988 HE 023 093

Brittingham, Barbara E.; Pezzullo, Thomas R.

Fund Raising in Higher Education: What We Know, What We Need To Know. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 12p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Alumni; Donors; *Educational Finance; Financial Needs; *Financial Support; *Fund Raising; Higher Education; Institutional Advancement; Private Financial Support; School Funds

IDENTIFIERS- *ASHE Annual Meeting

The paper summarizes what is currently known about fund raising in higher education, and proposes priorities for research that will better inform fund raising practitioners. Research on fund raising has been limited for such reasons as lack of interest by the professoriate and the relative recency of the major professional association of fund raisers, the Council for the Advancement and Support of Education. What is known about fund raising in higher education is presented in the form of six questions and answers: (1) Will a winning football team help us raise outside support? (no); What is known about donor behavior? Why do people give to colleges and universities? (givers tend to be religious, married with children, women, and better educated); (3) What is known about how much institutions spend on fund raising? (cross-institutional comparisons are not very helpful); (4) Will spending more on fund-raising help raise more funds? (yes, probably); (5) Can research provide clues into raising funds from corporations and foundations? (emphasize college's past successes and corporate self-interest); and (6) What are the major ethical issues faced by fund raisers? (confidentiality of donor information and separating gifts from contracts). Contains 12 references. (SM)

ED 314 002 HE 023 113

Fordyce, Hugh
The Role of the College Institutional Research Office.

United Negro College Fund, Inc., New York, N.Y.
PUB DATE- Nov 89
NOTE- 7p.; Revision of paper originally presented at the meeting of the Georgia Association of Collegiate Registrars and Admissions Officers (July 31, 1989).
AVAILABLE FROM- United Negro College Fund, Inc., 500 East 62nd St., New York, NY 10021.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Cooperation; Credits; Evaluation Methods; Higher Education; *Institutional Research; Knowledge Level; *Outcomes of Education; Public Colleges; Research Needs; Socioeconomic Influences; *Student Characteristics; Student Employment; Student Evaluation

The paper reviews findings, many of them unexpected, of college institutional research offices and other educational researchers listed under the following headings: the working student, the academic load, economic background, cooperation, cultural literacy, retention, and outcomes assessment. Noted findings include: the student who holds a part-time job generally outperforms the student who does not work; the greater the number of academic hours carried by full time students the better the academic performance; although there is a strong relationship between total family income and student performance on the Scholastic Aptitude Test, students from very well-to-do families tend to perform poorly; cooperative study may be more effective than individual study; basic cultural literacy appears lacking in college freshmen; although only 27% of entering freshmen at public universities have graduated after 4 years, 60% of these students have either graduated or are still enrolled. Institutional researchers are encouraged to develop means of measuring more important student outcomes such as the development of humane values and problem-solving skills. (DB)

ED 314 032 IR 014 115

Conlan, Sharon; And Others
Audiotex Information Systems: Answering Consumer Queries Electronically. TDC Research Report No. 5.
Minnesota Univ., St. Paul. Telecommunications Development Center.
PUB DATE- May 89
NOTE- 9p.; For other reports in this series produced by the Telecommunications Development Center, see IR 014 111-116.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dial Access Information Systems; Feasibility Studies; *Information Dissemination; Pilot Projects; Questionnaires; Shared Resources and Services; State Surveys; *Telephone Communications Systems
IDENTIFIERS- *Audiotex; *Consumer Information; Minnesota Extension Service

A 14-month pilot of INFO-U, a fully automated telephone information service, assessed the feasibility of the technology in Minnesota Extension Service (MES) county offices to respond to consumer telephone queries. The project was designed to: (1) explore the potential of regional Extension cooperation and resource sharing; (2) increase recognition of MES; (3) reduce the demand on existing Extension faculty; (4) involve the faculty in the design and testing of new technologies; (5) assess the effectiveness of the audiotex project in meeting consumer needs; (6) extend information services sites and hours; (7) identify factors impacting the effectiveness of the system; (8) identify ways the system might be improved; and (9) determine if audiotex should be offered statewide. Evaluation was based on interviews with participating extension agents, interviews with a sample of users, expert review of audiotex messages, collection and analysis of generated use statistics, and follow-up questionnaires to users. The evaluation focused on user characteristics, rotary user response, rotary and touch-tone user response, and users' knowledge of/attitude toward MES. Results indicated that the project was successful in meeting its objectives. Limitations of the technology were that it cannot provide the full range of services to rotary telephone users, that it cannot provide diagnostic or in-depth information, and that it requires continued marketing support. Implementation of INFO-U in selected urban areas and ongoing support for the service are

recommended. (MES)

ED 314 060 IR 052 990

Library Resources for the Blind and Physically Handicapped. A Directory with FY 1988 Statistics on Readership, Circulation, Budget, Staff, and Collections.

Library of Congress, Washington, D.C. National Library Service for the Blind and Physically Handicapped.

PUB DATE- 89

NOTE- 111p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiotape Cassettes; *Blindness; Braille; *Library Networks; Library Statistics; *National Programs; Nonprint Media; Organization; *Outreach Programs; *Physical Disabilities; *Public Libraries; Regional Libraries; Resource Materials; Tables (Data); Talking Books; User Needs (Information)

A free national library service providing recorded and braille materials is administered by the National Library Service for the Blind and Physically Handicapped in the Library of Congress (NLS). With the cooperation of authors and publishers who grant permission to use copyrighted books, NLS selects and produces full-length books and magazines in braille and on audiodisk and cassette. The reading materials are then distributed to a cooperating network of 56 regional and 92 subregional libraries that circulate them to eligible borrowers by postage-free mail. The first section of this publication lists NLS network libraries, arranged alphabetically by state. Within each state the regional library appears first, followed by subregional libraries listed alphabetically by city. Regional libraries that lend playback equipment and accessories are marked with an asterisk. Each entry includes the library's address, telephone numbers, name of contact librarian, hours, a description of the collection, reading aids available, and special services offered. The second section lists additional library resources available from 15 private organizations, e.g., the Braille Association of Kansas, Inc. These entries provide information on eligibility requirements, special media and kinds of materials available, and the organization's lending policies. Two appendixes, which make up more than a third of this publication, provide statistics on the readership and circulation, budgets, staff, and collections of the NLS network libraries. (SD)

ED 314 128 JC 900 059

Rozeman, Judith E., Ed.; Tudor, Dan, Ed.
Compendium of Selected Data & Characteristics: 1988-89.
Kentucky Univ., Lexington. Community Coll. System.
PUB DATE- Dec 89
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; College Graduates; College Programs; *Community Colleges; Educational Finance; *Enrollment Trends; Expenditures; *Financial Support; Operating Expenses; State Surveys; Statistical Data; *Student Characteristics; Teacher Characteristics; Teacher Salaries; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Kentucky

A history of the University of Kentucky Community College System (UKCCS) and selected data and characteristics of 1988-89 enrollments, instructional programs, financial support, and student characteristics comprise this presentation and analysis. Section I focuses on enrollment, providing fall 1988 headcount data for each of the 14 UKCCS campuses in terms of gender, residence, and full-/part-time status; full-time equivalent (FTE) enrollment data for 1964 and 1979-1988; and headcount enrollment of first-time freshmen from 1978-1988. Section II examines instructional programs and headcount enrollment by degree level; program enrollment by gender; non-degree enrollments by gender; credit hours offered and FTE enrollments by degree level and course level; declared majors; number of graduates by technical type of library materials; degrees attained by UKCCS faculty; and staff and faculty development activities. Section III analyzes the financial support base of UKCCS, detailing general fund expenditures by function and average salaries. Section IV explores mean American College Testing Program scores by gender and incomes; ethnicity; and age groups of first-time freshmen. A directory of UKCCS staff and 39 data tables are included. (WJT)

ED 314 199 PS 018 525

Marx, Fern

Caring for Children: Case Studies of Local Government Child Care Initiatives.

National League of Cities, Washington, D.C.

SPONS. AGENCY- Foundation for Child Development, New York, N.Y.
REPORT NO.- ISBN-0-933729-53-7
PUB DATE- Sep 89
NOTE- 145p.
AVAILABLE FROM- Publications Sales, National League of Cities, 1301 Pennsylvania Avenue, N.W., Washington, DC 20004 ($20.00, plus $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Child Welfare; *Community Services; *Day Care; Fringe Benefits; *Government Role; *Local Government; Local Issues; *Municipalities; Policy

This book of case studies highlights 26 municipalities involved in activities related to child care. Cities selected were of different sizes; were located in different parts of the country; and used diverse approaches for developing ways to improve access to affordable, high-quality child care. Each case study was developed through a telephone interview with the person responsible for municipal child care. Topics of interviews included the history and current status of the municipal child care coordinator or office of child care, the role played by municipal child care task forces in the development of municipal involvement in child care, the current level of municipal activity in matters related to child care, the political climate for child care, and the prospects for further developments in child care services and policy. The book includes highlights of some of the cities' profiles, descriptions of ten lessons for city officials which were revealed from the survey, a list of municipal child care activities reported in the study, and a list of references.(RJC)

ED 313 949 HE 023 054

Allen, R. R.; Rueter, Theodore
Teaching Assistant Strategies: An Introduction to College Teaching.
PUB DATE- 90
NOTE- 169p.
AVAILABLE FROM- Kendall/Hunt Publishing Company, 2460 Kerper Blvd., P.O. Box 539, Dubuque, IA 52004-0539 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *College Instruction; Discussion (Teaching Technique); Educational Objectives; Feedback; Graduate Students; Higher Education; Instructional Improvement; Instructional Materials; Interpersonal Competence; Lecture Method; Self Evaluation (Individuals); Small Group Instruction; Student Evaluation; Teacher Evaluation; Teacher Role; Teacher Student Relationship; *Teaching Assistants; *Teaching Methods; Teaching Styles; Testing

This introductory guide to college instruction is intended for graduate students who are or are to become teaching assistants (TAs). It proposes that TA effectiveness may be improved through self-reflection, information about teaching, and adjustments in teaching practices. The first three chapters are introductory. The first considers teaching assistantships from historical and contemporary perspectives and describes the benefits and challenges of the system. Chapter 2 examines the process through which graduate students try out and become comfortable with varying teaching roles and find a teaching style that is both comfortable and effective. The third chapter considers the problems TAs face as they seek to relate to students, course directors, and support staff members. The remaining chapters look at areas of competence all successful TAs must master, including: skills for effective instructional planning; creating a positive classroom atmosphere; making lectures and other class presentations interesting and relevant; conducting productive class discussions; conducting autonomous skill development courses, teaching individuals, and laboratory sections; measuring and evaluating student progress; and external and self-assessment. (Author/MSE)

ED 313 962 HE 023 067

Theus, Kathryn T.
Monitoring Institutional Quality: Who Wants To Know? ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Presidents; Competition; Educational Administration; Educational Improvement; *Educational Quality; Evaluation Methods; Excellence in Education; Higher Education; *Organizational Effectiveness; *Quality Control; Success; Trustees
IDENTIFIERS- *ASHE Annual Meeting

To examine the way college and university officials monitor quality, researchers conducted an open-ended telephone survey of trios of presidents, CAOs, and trustee chairs in the spring of 1989. These people were asked to discuss how well they thought their institutions were doing and how they knew so. Their responses reflected the question of in whose interest the improvement has been identified. Results are discussed according to: greatest improvements in quality; competitive institutions viewing quality improvements; what leaders most want to know about quality; incentives academic leaders use for quality improvement; different incentives emphasized at competitive institutions; and attributes leaders associated with quality (quality students, faculty, teaching, research, boards, and presidents, and learning environment). It is concluded that particular governance roles do not significantly influence the judgments about quality improvements or incentives. More than 70% of the respondents indicated they relied on qualitative and intuitive evidence for making judgments about how well their institutions were doing, and 40% used no qualitative measures at all. Those at more competitive institutions gathered evidence in more systematic ways than others. The relative competitiveness of an institution, as a proxy for quality, may be related to perspectives on which leaders base strategies designed to increase and sustain quality. An appendix lists six analyses of variance factors. Tables are included. Contains 29 references. (SM)

ED 313 975 HE 023 080

Sweeny, Stephen J.
Changes in Religious Orientation of Catholic Colleges: Presidential Explanations. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; *Church Related Colleges; College Administration; College Faculty; College Students; Females; Higher Education; *Institutional Characteristics; Private Colleges; *Religious Education; Religious Factors; Religious Organizations; Small Colleges; Theological Education
IDENTIFIERS- *ASHE Annual Meeting

Similarities and differences in elements determining the religious character of 104 four-year Catholic colleges sponsored by women religious are examined. Literature on Catholic higher education, an analysis of college catalogs, and interviews with college presidents and the executive director of the Association of Catholic Colleges and Universities were used to identify elements contributing to college religious character: composition of the Board of Control, faculty, administration, the student body; theology and philosophy requirements; type of religious services; degree of accountability to the sponsoring religious congregation/diocese; environmental/discipline considerations; and use of various descriptors to express the religious character of the colleges. Changes in these elements between 1965 and 1986 were examined and findings from aid recipient colleges were compared with those of non-recipients. The study indicates profound changes occurred in the selected elements between 1965 and 1986, with no different patterns between the aid recipient and non-recipient colleges. Other findings include: (1) presidents were unequivocal in rating the importance of the elements contributing to religious character and the reasons for change in any of the elements; (2) only a very small percentage of aid recipient presidents expressed belief that the changes in some selected elements were the result of the need or desire to quality for aid; and (3) all the presidents point to several issues to explain the changes (e.g. growing emphasis on freedom, the ecumenical movement, and general permissiveness in society). Tables are included. Contains 16 references. (SM)

ED 314 074 IR 053 008

Libraries and Technology.
New York State Library, Albany.
PUB DATE- 88
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Legislation; Information Dissemination; *Information Technology; Interlibrary Loans; *Library Automation; *Library Networks; *Library Standards; *Long Range Planning; Statewide Planning; Technological Advancement; *Telecommunications; User Needs (Information)
IDENTIFIERS- Linked Systems Project; New York; Retrospective Conversion (Library Catalogs)

The 15 papers in this issue report on important aspects of work done by the Statewide Automation Committee (SAC) in preparing the current strategic plan for the use of new technologies by the libraries of New York State, and on some of the innovative uses of technology that the plan seeks to foster and facilitate. The range of the papers reflects the broad range of issues that were included in the deliberations of the committee--matters dealing with legislation; standards and standardization in the context of networking; new pilot projects; the development of communication infrastructures that foster technological innovations; practical problems in managing innovative efforts; and pioneering uses of new technologies in libraries of all sorts. Specific topics addressed include statewide retrospective conversion projects; the development of telecommunications facilities; future plans to establish a statewide library network to link local and regional systems and provide integrated services; the Linked Systems Project (LSP); and the work of the Telecommunications Task Force, which was established to help facilitate the plan outlined in the SAC report, "Libraries & Technology: 1988." (SD)

ED 314 115 JC 900 029

California Department of Education and California Community College Chancellor's Office Vocational and Technical Education Computer-Managed and Aided Instruction Project: Project Summary.

California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento.

PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software Reviews; Educational Technology; Futures (of Society); *Job Training; *Retraining; *School Business Relationship; Skill Obsolescence; Teacher Workshops; Technological Literacy; Two Year Colleges

This description of the Computer-Managed and Aided Instruction (CMAI) Project includes a summary of a December 1989 CMAI planning meeting, the text of a paper presented at the meeting, and descriptions of each of the five phases of the project. The paper, "Programming the Future," by Gerald C. Angove and Scott Smith, discusses: (1) the far-reaching impact of microcomputers and innovative software on industry, the workforce, and education; (2) the need for more highly skilled, knowledgeable workers in the American education system; (3) the need for a partnership between industry and education to transform the single-skilled worker into a multi-skilled worker; (4) a training partnership developed between Pacific Bell and Sierra Community College, and the resulting benefits to both parties; (5) the challenge to train a new generation of workers and retrain 80% of today's workforce in the next 5 years; and (6) the need for industry to provide resources to enable educators to be better prepared for the training and retraining challenge. The five phases of Sierra Community College's CMAI project are described next. Phase I involved the identification and evaluation of computer programs available in all vocational trades, the publication of a catalog of software, the identification of additional software requirements, the development of software to supplement existing packages, and a series of teacher workshops focusing on results. Phase II of the project was devoted to updating software, evaluating programs not assessed in phase I, and strengthening the evaluation instruments. During phase III, the need to update software evaluations became more apparent and, as a result, the CMAI workshops focused on informing instructors about the changes in software programs that would affect their curricula. A significant accomplishment of phase IV was the redesigning, updating, and strengthening of the general, construction, computer-aided design, and electronics evaluation instruments. The objectives of phase V included the development of a library of evaluated computer software, the evaluation of new software, and the inclusion of electronic publishing technology in the software evaluations. (JMC)

ED 314 142 JC 900 075

Patterson, Martha
Workplace Literacy: A Review of the Literature.
New Brunswick Dept. of Advanced Education and Training, Fredericton.
PUB DATE- Aug 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educational Research; Educational Trends; Education Work Relationship; Employment Qualifications; Foreign Countries; Functional Literacy; Futures (of Society); Job Performance; *Labor Education; *Literacy Education; *Reading Programs
IDENTIFIERS- *Canada; Workplace Literacy

Workplace literacy is literacy training provided in the workplace, incorporating basic skills training with job-related instructional materials. Early research efforts to define the literacy requirements of jobs began with two military projects, Operational REALISTIC and Project 100,000, in the late 1960s. Subsequent studies have focused on the way people read on the job and the link between literacy and job performance. These studies have revealed that: (1) most jobs require reading and calculating; (2) on average, workers read close to two hours per day, primarily from manuals, magazines, tables/figures, and business correspondence, rather than from books; (3) 70% of the material read in the workplace is between the 9th and the 12th grade reading levels; (4) the assumption that general basic skills training easily transfers from one situation to another was not supported by the research; and (5) for workers with low literacy levels, the best results occur when basic skills training is integrated with technical training. A number of workplace literacy initiatives have been undertaken in Canada and the United States in the past few years. These include the Industrialized Tutoring Program being tested at three sites by Laubach Literacy of Canada, Ontario's Basic Skills in the Workplace program, Douglas College's (British Columbia) Basic Skills Upgrading Program at the Royal Columbian Hospital, and many examples of company and union involvement in literacy training. Such initiatives indicate that literacy, in general, is receiving greater consideration and financial resources, and that basic skills training is moving from a general to a more job-related focus. (JMC)

ED 314 170 PS 018 479

Sword, Jeane, Ed.

Quality Programs for Children and Families: Multiple Perspectives. Proceedings of the Annual Conference on Early Childhood Education (6th, Duluth, Minnesota, October 3-4, 1986).

Minnesota Univ., Duluth. Dept. of Child and Family Development.

PUB DATE- Oct 86

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Attachment Behavior; Computer Assisted Instruction; *Creativity; *Early Childhood Education; *Educational Quality; *Employed Parents; Fathers; *Interactive Video; *Marketing; Music Education; Parent Role; Self Esteem; Singing; Teacher Education

Presented are the keynote address and sectional presentations made at a conference on early childhood education. Speakers offered various perspectives on high quality programs for children and families. The keynote address, given by Bettye Caldwell, concerned marketing quality programs for children, exploring internal and external deterrents, communicating with targeted market segments, formulating messages, and completing a plan of action. Sectional presentations concerned the role of the interactive videodisc in early childhood teacher education, the process of enhancing creativity in early childhood, the reciprocal link in work family systems, the process of informing parents about early writing, the challenge of working with fathers, practical principles and skills related to building self-esteem in children, development of preschool music programs, and parental singing during pregnancy and infancy as a way of developing positive bonding and the human intelligences. An index of presenters and their addresses is included. (RH)

ED 314 185 PS 018 506

Fiene, Richard; Melnick, Steven A.

Program Quality and Licensure in Day Care Centers and Family Day Care Homes.

PUB DATE- 89

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Certification; Comparative Analysis; *Day Care Centers; Early Childhood Education; *Educational Quality; *Family Day Care; Observation; Rural Areas; State Surveys; Suburbs; Urban Areas

IDENTIFIERS- *Pennsylvania; *Sponsors

Conducted state-wide in Pennsylvania, this study expands on several research studies of the quality of day care reported by Phillips (1987). Observations and evaluations were made of 149 randomly selected day care centers and family day care homes. The day care and family day care versions of the Child Development Program Evaluation Licensing Scale (CDPE), the Early Childhood Environmental Rating Scale (ECERS), and the Family Day Care Home Rating Scale (FDCRS) were used. Findings indicated a significant difference between not-for-profit and for-profit day care centers. Day care centers scored significantly higher than family day care homes. Program compliance scores, as measured by the CDPE, and program quality, as measured by the ECERS and FDCRS, showed a strong curvilinear relationship. Rural programs scored significantly higher than urban programs on program quality measures. Although not-for-profit day care programs appeared to be of higher quality than for-profit programs, investigation is needed to determine why this difference in quality does not extend to agency-sponsored homes. Another issue needing further investigation is the drop-off in quality that occurs when centers go from substantial to full compliance with state day care regulations. Over 30 references are cited. (RH)

ED 314 227 RC 017 331

Binder, Jude
Bringing Dance to Rural Students.
PUB DATE- Sep 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Activities; *Creative Teaching; Dance; *Dance Education; Elementary Education; Enrichment Activities; Movement Education; *Music Activities; Pretend Play; Rural Areas; *Rural Education; Talent; Theater Arts; Workshops
IDENTIFIERS- West Virginia

This paper describes the work of a teacher at the Heartwood Dance Center, a school of dance and related arts in rural Calhoun County, West Virginia. The teacher also conducts freelance workshops in local schools of the region, where people are isolated and incomes are generally low. The extent to which children are talented is partially dependent on the environment in which they are raised. Categorizing children as being talented or untalented discourages them from exploring and challenging themselves. On the other hand, observing all children equally while creating a noncompetitive, nurturing environment helps bring them into contact with their artistic identities. Workshops at the Heartwood Dance Center include activities in music, dance, pantomime, and creative dramatics with masks and visual arts. Initial dance warmups begin with pedestrian and sports movements familiar to the children. Music is introduced and students are soon ready to explore larger movements with musical accompaniment. The warmup and dance are followed by singing songs, some of which are made up by the children or teacher. Creative dramatics with masks often liberate children from their inhibitions. Also included in this workshop are theatre games and voice exercises. Photographs and magazine articles are used for discussion and to exercise young imaginations. A picture of a hot-air balloon, for example, might launch an imaginary trip for a group of youngsters. Afterward, the children are encouraged to draw and color what they saw on their "voyage." (TES)

ED 314 257 SE 051 114

Recycling Primer: Getting Back to Basics.

Connecticut Citizen Action Group.; Connecticut State Dept. of Environmental Protection, Hartford.
SPONS. AGENCY- Connecticut State Office of Policy and Management, Hartford.; Department of Energy, Washington, D.C.
PUB DATE- Oct 88
NOTE- 33p.; Drawings may not reproduce well.
GRANT- DE-FG41-83R130160
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); *Elementary School Science; Elementary Secondary Education; *Environmental Education; Hazardous Materials; Instructional Materials; *Intermediate Grades; Junior High Schools; Middle Schools; Natural Resources; *Recycling; *Solid Wastes; Waste Disposal

The disposal of garbage is a complex issue. Four strategies have been developed to attack the problem. They deal with: (1) waste reduction; (2) recycling; (3) energy recovery; and (4) land filling. This handbook emphasizes recycling as a method of handling the problem of dealing with solid wastes. Included are a list of the categories and uses of recyclable materials, a list of non-hazardous household substitutes, a discussion of composting, and a glossary of terms commonly used in recycling. Also discussed are policy development, community involvement, and the benefits of recycling. (CW)

ED 314 273 SE 051 131

Stonebarger, Bill
Toxic Wastes: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-002-4
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Environmental Education; *Hazardous Materials; *Instructional Materials; Middle Schools; Pollution; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology; Wastes

It is common to think of toxic wastes as chemical poisons like lead, mercury, or radioactive waste. Poisonous as these substances may be, there is another class of toxic wastes that are far more poisonous. These are the wastes produced by living bacteria and viruses. This booklet considers three aspects of toxic wastes: time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of biological and non-biological toxins, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 289 SO 019 135

Blume, George T.

The Constitution: Little Short of Miracle. A One Act Drama. High School Version, for Presentation at the High School and Middle School Level.

American Legion, Indianapolis, IN.
PUB DATE- Jan 87
NOTE- 80p.; For related document, see SO 019 134. The three pages of photographs will not reproduce.
AVAILABLE FROM- American Legion, P.O. Box 1055, Indianapolis, IN 46206 (free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Historical Materials (060)
DESCRIPTORS- Acting; Class Activities; *Constitutional History; Curriculum Enrichment; *Dramatic Play; Enrichment Activities; Learning Activities; Middle Schools; Scripts; Secondary Education; *Secondary School Curriculum; United States History
IDENTIFIERS- *Bicentennial; *United States Constitution

This 30 to 40 minute drama for secondary school students takes place in the Pennsylvania State House, Philadelphia, on September 17, 1787, the day the Constitutional Convention ended. James Madison serves as the drama's spokesman. The drama focuses on five major points: (1) the Colonial Confederation's situation at that time, which necessitated calling for such a convention; (2) three separate constitutional plans that were presented; (3) the importance to the overall continuation of the convention of the Connecticut Compromise; (4) the refusal to sign the Constitution of three important delegates, and their reasons; and (5) the actual signing of the document and adjournment. The wording throughout the drama uses as much of the original recorded text as possible; however, changes were made in order to make it more understandable for school audiences. The number of characters and staging is left to the discretion of those in charge of the drama's production. While there are 16 speaking parts, this number could be expanded if desired. All staging takes place in one room. To assist those selected to act out the part of a designated convention delegate, a short sketch of the 16 delegates who have speaking parts is included. (JB)

ED 314 241 SE 051 074

Haynes, Robert
How We Get Pictures from Space. NASA Facts (Revised Edition).
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- NF-151/7-87
PUB DATE- 87
NOTE- 12p.; Colored photographs (frames 2, 7-10) and shaded pages (frames 3, 11-12) will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; *Photographic Equipment; *Photography; Satellites (Aerospace); Science Facilities; *Science History; Scientific Research; *Space Exploration; *Space Sciences; Telecommunications
IDENTIFIERS- National Aeronautics and Space Administration

This booklet discusses image processing from spacecraft in deep space. The camera system on board the spacecraft, the Deep Space Network (DSN), and the image processing system are described. A table listing photographs taken by unmanned spacecraft from 1959-1977 is provided. (YP)

ED 313 918 FL 800 026

Freeman, Deidre; LaMar, Maureen
ILGWU Worker-Family Education Program Curriculum Guide, 1989-1990.
International Ladies' Garment Workers Union, New York, NY.
PUB DATE- 89
NOTE- 87p.; Appendix J "Grammar" (p. 46-62) reduced and poorly legible.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Curriculum Guides; *English (Second Language); *Fashion Industry; Grammar; High School Equivalency Programs; Holistic Approach; Instructional Materials; *Job Skills; *Labor Education; *Language Skills; Literacy Education; Material Development; Needle Trades; Needs Assessment; Second Language Instruction; Student Interests; Student Needs; Teacher Student Relationship; Teaching Methods; Unions
IDENTIFIERS- *International Ladies Garment Workers Union; Learner Centered Instruction; Whole Language Approach

This teacher's guide for the International Ladies' Garment Workers' Union (ILGWU) educational program provides background information, instructional materials, and instructional techniques for teaching a course in job skills and issues, with emphasis on the development of English language skills. The course is made available to union members and their families. Introductory sections of the guide discuss the classroom setting for the course, student characteristics, monthly teachers' meetings, and the monthly calendar. The remainder of the guide addresses the curriculum itself. Common questions asked by teachers are addressed in question-and-answer format, including how to identify student needs and interests, how to develop and adapt instructional materials, what instructional methods encourage maximum student involvement, and why and how to combine all four language skills areas (reading, writing, listening, and speaking) in one class session. A sample lesson is presented. In the final section, specific program components are discussed in greater detail. These components include writing tasks, a student-produced magazine, use of newspapers, the student council and its activities, development of class picture files, a curriculum library, monthly curriculum material packets, field trips and speakers, library locations and hours, bilingual education and General Educational Development instruction, and grammar instruction. Some classroom and planning materials are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 934 HE 022 857

Challenges for Continuing Higher Education Leadership: The Transformation of Rural America.
National Univ. Continuing Education Association, Washington, DC.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 87
NOTE- 60p.; For related documents, see ED 296 613 and ED 311 744. Photographs will not reproduce.
AVAILABLE FROM- National University Continuing Education Association, One Dupont Circle, Suite 420, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Continuing Education; Educational Development; Educational Economics; *Educational Finance; Educational Quality; Higher Education; Leadership; Outreach Programs; *Rural Areas; Rural Development; Rural Economics; State Aid
IDENTIFIERS- Kansas State University; Missouri; North Dakota State University; University of Minnesota

The report presents summaries of presentations given at a December 1986 University Forum in which leaders from government, higher education, and the private sector examined trends behind the current decline in the rural economy and identified areas offering potential for revitalization. An introductory paper by William H. Gray is titled, "America's Rural Economy under Stress: Challenges for Continuing Higher Education." Ten presentations address responses to rural needs: "Developing Rural Communities" (Robert Beech); "Training Local Leaders" (Douglas McAllister); "Implications for Higher Education" (Steve Gunderson); "Reaching Rural Communities" (J. O. Grantham); "Upgrading Rural Education" (John Duffy); "Providing State Support" (John Crothers); "Defining Higher Education's Response to Rural Needs" (Judi Hackett); "Adapting to Changing Needs" (Allan Ostar); "Diverse Responses" (Morton Weir); and "Meeting International Challenges" (Raymond Miller). Douglas Treadway discusses "The Global Economy and Rural America: Implications for Higher and Continuing Education," and Frederick Humphries examines "The Academic/Rural Split: How It Happened and Why It Should Change." Model rural development programs are then described in six brief summaries, including: "The Missouri Product Finder"; The University of Minnesota-Morris Small Business Cooperation Office"; and "The Kansas State University Science Honors Program." (SM)

ED 314 018 IR 014 091

Duin, Ann Hill
Computer Documentation: Effects on Students' Computing Behaviors, Attitudes, and Use of Computers.
PUB DATE- Aug 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *Computer Networks; *Computer Software; Instructional Design; Instructional Materials; Intermode Differences; *Student Attitudes; Telecommunications; Undergraduate Students

This study investigated the effects of a minimal manual version versus a cards version of documentation on students' computing behaviors while learning to use a telecommunication system (Appleshare), students' attitudes toward the documentation, and students' later use of the system. Guidelines from the work of Carroll and colleagues at the IBM Watson Research Center and Reder and colleagues from Carnegie Mellon University were followed when developing the two versions of the documentation. Subjects were 74 junior and senior college-level students enrolled in a technical writing course. Results showed that students in both treatments completed the tasks and felt that the documentation was relatively easy to use. There were significant differences, however, in the students' manual/display coordination, in their ratings of the instruction, and in their later use of the system. The central implication of the study is that documentation for computer-based instruction should center on the learners' goals instead of on the system or the concepts being taught. Statistical data is included throughout the report. Sample pages from the minimal manual and the cards version of the documentation, a goal/task checklist for the Appleshare system, and the student questionnaire are appended. (17 references) (Author/GL)

Raithel, Frederick J.; Foster, Paul

Missouri Library Connection: A Beginner's Guide to the Bibliofile/Microcomputer System.

Missouri State Library, Jefferson City.
PUB DATE- 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Bibliographic Databases; Database Management Systems; Interlibrary Loans; Library Automation; *Machine Readable Cataloging; *Menu Driven Software; *Microcomputers; Online Catalogs; Shared Library Resources; Union Catalogs
IDENTIFIERS- *Bibliofile; *Retrospective Conversion (Library Catalogs)

In 1988, the Missouri State Library offered microcomputers to Missouri public libraries to help them implement a retrospective conversion of their cataloging system to an online system called Bibliofile. The goal of the State Library was to create and maintain a Union Catalog for Missouri libraries. This guide provides Missouri library personnel with basic information on: (1) setting up the system (e.g., how to plug in cables and how to hook up a printer); (2) operating the computer equipment (e.g., how to insert a floppy disk into the "A" drive and how to format disks); (3) what the available menu options consist of (e.g., Bibliofile, word processing, telecommunications, reference databases, and computer-assisted instruction); (4) how to use the maintenance operations menu (e.g., backing up disks and restoring data); (5) how to use the CD-ROM Bibliofile system (i.e., step by step instructions for conducting a search and creating catalog cards); and (6) troubleshooting four common problems. The brief technical programming notes which conclude the guide include a list of the subdirectories of the system. (SD)

ED 314 089 IR 053 040

Simmons, Robert M.
Research in Education. A Guide to Library Resources, Revised.
Bridgewater State Coll., Mass.
PUB DATE- Oct 89
NOTE- 17p.
AVAILABLE FROM- Curriculum Library/Clement C. Maxwell Library, Bridgewater State College, Bridgewater, MA 02325 (send self-addressed stamped 9x12" envelope with postage for 4 oz.).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Bibliographic Databases; College Libraries; Computer Software; Early Childhood Education; Higher Education; Indexes; Library Guides; Physical Education; *Reference Materials; *Research Tools; *Search Strategies; Special Education; Statistical Analysis
IDENTIFIERS- Bridgewater State College MA

This annotated bibliography/resource guide is intended to assist users in locating resources on educational research in the Bridgewater (Massachusetts) State College Curriculum Library. The first of five sections provides a listing of 25 basic sources for locating educational research, including indexes and abstracts of periodicals and serials of early childhood education, physical and health education, special education, psychology, and the social sciences. The second section lists 10 handbooks, manuals, and guides that: explain how to conduct efficient online searches, describe educational research methods and strategies, and supply bibliographies for further reading. The third section contains annotated entries for nine books on sources of statistics and about statistical procedures, as well as five entries for Apple computer programs that create spreadsheets and statistical data tables and perform various computations (e.g., means, standard deviations, chi-squares, and multiple regressions). The 22 entries on testing and measurement in the fourth section range from directories of unpublished experimental measures to guides to computer-aided test construction and textbooks about various testing and measurement techniques. The final section highlights five style manuals that outline rules for formal writing and present specifications for bibliographic citations in both print and nonprint forms. (SD)

ED 314 103 JC 900 015

Parsons, Michael H.
The Past as Prologue: Variables Influencing the Continuing Development of Community Services in America's Community Colleges.
PUB DATE- 11 Oct 89
NOTE- 10p.; Paper presented at the Annual Conference of the National Council on Community Services and Continuing Education (20th, Pensacola, Florida, October 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; Community Colleges; *Community Services; Community Support; *Continuing Education; *Educational Development; Higher Education; *Institutional Mission; Two Year Colleges

Community services and continuing education (CS/CE) has been an integral component of the mission of the comprehensive community college for over a generation. In 1968, the Kellogg Foundation funded a 3-year project designed to insure that CS/CE would achieve its rightful place in the mission of America's community colleges. A component of the Kellogg project was a series of national workshops conducted by the Leadership Program at Michigan State University. The purpose of the workshops was to promote research on the current status of CS/CE programming. One result was a 1971 study which assessed the degree to which CS/CE had diffused into community college programs of Michigan's 29 public community colleges. The findings of the study suggested that CS/CE was in a developmental stage in Michigan. Community support and publicity elements were present to a high degree, but long-range planning, integration, research/evaluation, and development were much less extensive. The study concluded that CS/CE was the outreach dimension of the community college, involving the organization and integration of the community as well as the resources of the college. CS/CE is still part of the collegiate function to the extent that it is verifiably educative and socially useful. Each college should define CS/CE with particular reference to the needs of its community and CS/CE directors must become involved in planning for development and expansion. Throughout the past two decades, the concept of community has remained central to the development of CS/CE, and the same variables have continued to influence the growth and development of both concept and program. (JMC)

ED 314 156 PS 018 415

Children and Environment: A UNICEF Strategy for Sustainable Development. A UNICEF Policy Review.

United Nations Children's Fund, New York, N.Y.

PUB DATE- Sep 89
NOTE- 32p.; This Policy Review (E/ICEF/1989/L.6), was originally presented to the UNICEF Executive Board in April 1989.
AVAILABLE FROM- United Nations Children's Fund, 3 UN Plaza, New York, NY 10017 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; *Environmental Influences; *Females; Poverty; Program Development; *Public Health; *Well Being
IDENTIFIERS- *Environmental Impact; Environmental Issues; *Sustainable Development; UNICEF

This policy review discusses the impact of environmental degradation on the health and well-being of children and women. It analyzes ways in which environmental threats such as deforestation, atmospheric pollution, and global warming add to the environment of ill health, malnutrition and ignorance to perpetuate the cycle of poverty. The review also examines ways in which natural and manufactured disasters (caused by poverty and the wasteful consumption of the affluent) undermine the environment and development. It reviews environmental considerations of UNICEF-assisted programs and methods to strengthen them. Finally, the review makes recommendations for addressing environmental concerns, particularly those that sustain development and meet the needs of mothers and children. Specific recommendations concern country programming, development project evaluation, the process of strengthening environmental components in ongoing programs, and future recommendations. The review urges UNICEF to collaborate and coordinate with other agencies of the United Nations and with other donors and nongovernmental organizations. It is maintained that UNICEF should not only strengthen environmental components in country programs, but should also promote sustainable forms of development with other partners in development. (RJC)

ED 314 214 PS 018 552

Harris, Irving B.
Education: Does It Make Any Difference When You Start?
PUB DATE- 15 Dec 89
NOTE- 12p.; Address to the Forum of the City Club of Cleveland (Cleveland, OH, December 15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Development; *Comprehensive Programs; Disadvantaged; *Early Experience; *Early Intervention; Early Parenthood; *Educational Needs; *Parent Role; *Preschool Education; Student Improvement
IDENTIFIERS- Project Head Start

There is a widespread perception that urban public school education has failed: a perception that has attracted the concerned attention of businessmen and government officials. The crux of the problem is our nation's failure to do enough for children early enough to make a lasting difference in their lives. Too little too late seems to be the golden rule of American education. Child development specialists and findings of developmental research on the effectiveness of very early interventions indicate that when early interventions are made, their outcomes are impressive in terms of academic and social gains. But realism dictates that attempts to radically improve children's health, education, and overall well-being must start very early, as early as the prenatal period. Such attempts are difficult and costly to implement. They require many trained people. To be successful, intervention attempts need to involve parents who do an inadequate job of nurturing and stimulating their children in the critical years before schooling begins. It would help if universal Head Start were implemented immediately, and if a way could be found to guarantee the health, early stimulation, and nurturing of children born at high risk, as Chicago's Robert Taylor Homes' Beethoven Project attempts to do. (RH)

ED 313 903 FL 018 256

Provence, Susan
The Effect of an Anticipation Guide on the Reading Comprehension of Foreign Language Students.
PUB DATE- Dec 89
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- French; High Schools; Instructional Effectiveness; Measures (Individuals); Multiple Choice Tests; *Reading Comprehension; *Reading Readiness; *Reading Strategies; Scores; Second Language Instruction; Second Language Learning
IDENTIFIERS- Prereading Exercises

A study investigated the effect of a prereading strategy on the reading comprehension of foreign language students. Subjects were 62 French students in 5 classes at 3 suburban high schools. A rotation design was used within each class. A reading in the target language was assigned twice a week for two weeks. The treatment sample went through a prereading exercise by completing in writing an anticipation guide. The control group proceeded directly into the reading. To measure comprehension, both samples answered five multiple-choice questions after each reading. Mean scores were compiled and compared. The t test indicated no significant difference in the level of comprehension of the control and treatment samples. (Author)

ED 313 989 HE 023 094

Aper, Jeffery P.; Hinkle, Dennis E.

A Study of the Development of Student Assessment Policy in Virginia. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Educational Policy; Educational Quality; Excellence in Education; Higher Education; Policy Formation; Politics of Education; School Policy; Standards; *Statewide Planning; Student Characteristics; *Student Evaluation

IDENTIFIERS- *ASHE Annual Meeting; College Assessment Outcome; *Virginia

The study examined the origins of higher education student assessment policy in Virginia, the current attitudes regarding assessment, and the implications and apparent directions of assessment policy in Virginia. The primary data sources were interviews with public officials and various document sources such as State Council of Higher Education for Virginia (SCHEV) reports since 1958 and reports and manuals of executive agencies and legislative commission reports on the status of higher education. Information is presented as follows: (1) the development of assessment policy in Virginia (influenced by SCHEV's determination to promote curricular reform at the undergraduate level, a national mood calling for assessment of student learning and institutional reform, and SCHEV's anticipation of the assessment movement that was gaining force nationally and within the state legislature); (2) expectations for assessment in Virginia (SCHEV's expectations and state officials' expectations); and (3) implications of assessment in Virginia (policy priorities for higher education, assessment as a component of the budget, assessment and the power of SCHEV, and assessment and the renewal of teaching and learning). A summary focuses on: Virginia in the context of other states; Virginia and New Jersey--similar rhetoric, different models; and national standards. Contains 54 references. (SM)

ED 314 003 HE 023 114

Ott, Mary Diederich

FY 89 Faculty Salary Review.

Maryland Univ., College Park. Office of Institutional Studies.
PUB DATE- Nov 89
NOTE- 59p.; Table 2 contains small type.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; Comparable Worth; Employed Women; *Equal Opportunities (Jobs); *Females; Higher Education; Merit Pay; Sex Fairness; *Teacher Salaries
IDENTIFIERS- *University of Maryland College Park

The University of Maryland at College Park is committed to ensuring that faculty salaries are based solely upon the contributions and accomplishments of the individual faculty members. The relationship between male and female faculty salaries is carefully monitored. The 1989 female faculty salary reviews (done in relation to the salaries of comparably situated men) examined the current salary of tenure-track female faculty members and recommended individual adjustments to the deans, if warranted, on the basis of the woman's merit in comparison with that of male counterparts. The review process focused primarily on the equity of female faculty salaries (though the committee was open to identifying male faculty members in similar situations). To assist the college salary review, the Office of Institutional Studies provided several kinds of faculty data (name, rank, sex, level, date of highest earned degree, and current salary). Following the review, adjustments were recommended for a total of 32 women and 4 men. A total of 19 women and 4 men received $36,138 in special merit adjustments ($29,266 for women and $6,872 for men). The statistics indicated that total female faculty salaries in fiscal year 1989 were $57,923 greater than those predicted from men's 1988 salaries. The four appendices cover: background; statistical study design; units reviewed in 1989; and linear regression analysis. Contains 6 references. (SM)

Puyear, Don

Persistence and Graduation Rates of Full-Time Degree Students Enrolling for the First Time in the Fall Quarter 1981 through the Fall Quarter 1986.

Virginia State Dept. of Community Colleges, Richmond.

PUB DATE- Jan 90
NOTE- 26p.; The 14 figures within the document contain small light type which may be unreadable.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Associate Degrees; *College Graduates; College Transfer Students; Community Colleges; Dropouts; *Educational Attainment; Full Time Students; Graduation; Longitudinal Studies; School Holding Power; State Surveys; Two Year Colleges; *Two Year College Students; Vocational Education; Withdrawal (Education)
IDENTIFIERS- *Virginia

In 1989, a study was conducted of the persistence and graduation rates of full-time, degree-seeking students who enrolled in the Virginia Community College System (VCCS) for the first time in fall 1981 through fall 1986. Persistence was determined by the presence of the student in the enrolled student database, regardless of whether the student continued to enroll on a full-time basis or in their original program. Graduation rates were determined by the presence of the student in the list of persons receiving an associate degree, excluding those who attained certificates or diplomas. Study findings indicated: (1) about 70% of the students persisted to the spring quarter of their first year, about 55% returned for the second year, and about 45% were still enrolled in the spring of their second year; (2) while there was no significant difference in the persistence of transfer and occupational students, occupational students were somewhat more likely to graduate than transfer degree students; (3) except for students entering the VCCS in 1982, who had higher graduation rates than other cohorts, the graduation rates of full-time students varied little from year to year; and (4) fewer than 10% of the students graduated by the end of two years; however, this figure more than doubled by the end of the fourth year. (WJT)

ED 314 186 PS 018 508

Whitsett, Maria Defino
Effectiveness of the Nutrition Education and Training (NET) Program for Fiscal Year 1989: Final Evaluation Report.
Texas State Dept. of Human Services, Austin.
PUB DATE- Dec 89
NOTE- 224p.; Frames 45-94 of Appendix B will not reproduce legibly in paper copy.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Citizen Participation; Day Care; Early Childhood Education; Family Day Care; *Information Dissemination; *Instructional Effectiveness; *Library Materials; Lunch Programs; Meta Analysis; *Nutrition Instruction; Program Effectiveness; Program Evaluation; *Program Improvement; Questionnaires; Workshops
IDENTIFIERS- Nutrition Education and Training Program; *Texas

This report summarizes results of evaluations of the Texas Nutrition Education and Training (NET) Program activities completed during federal fiscal year 1989. In the evaluations, the number of individuals participating in NET activities was compared to preset goals to assess the degree of program goal attainment. The volume of materials distributed by NET was monitored and compared to that of past years. Participant knowledge, attitudes, and behaviors before and after NET workshops were compared. Users of the NET lending library were asked for feedback, and the collection was updated so as to better meet users' needs. Results of evaluations were examined in a meta-analysis designed to portray overall effectiveness of the NET program in 1989. Findings indicated that participation in the program far exceeded expectations. The number of materials distributed decreased in comparison to 1988 but remained above that of 1985. Participants' child nutrition knowledge, attitudes, and behaviors were found to have improved. A total of 46 of 52 analyses of NET program effectiveness showed positive outcomes. Four appendixes comprising the bulk of the document consist of reports on program participation for the year under study, workshop performance for participants in the Child Care Food Program and National School Lunch Program, workshop performance for day home sponsors, and the updating of the NET lending library collection. (RH)

ED 314 200   PS 018 526

Field, Tory; And Others
How Well Preschool Children Know Their Friends.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 89
NOTE- 39p.

GRANT- NIMH-MH-00331; NIMH-MH-40779
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Ability; *Concept Formation; *Friendship;
  *Individual Characteristics; *Knowledge Level; *Peer Relationship;
  *Preschool Children; Preschool Education
IDENTIFIERS- *Accuracy

In an effort to determine whether very young children really know who their best friends are, 16 preschool children were observed during classroom and playground activities. If a preschooler played with a child at least half the time, that child was considered the preschooler's best friend. Observations and teachers' selections of best friend pairs were used to confirm children's verbal interview selections. Children's interviews focused on naming the best friend, the friend's physical characteristics, and the functions of friends. Findings showed that: (1) teachers' reports and classroom and playground observations confirmed that children as young as preschoolers know who their best friends are; (2) more children correctly remembered whom they played with in the classroom than whom they played with on the playground; (3) children's ability to correctly remember their best friend's hair color, relative height, and age increased with age; and (4) children were consistent in their reasons for having friends. The most common reasons involved play and the fact that they liked their friends. (RH)

ED 314 242   SE 051 076

Barman, Charles R.; And Others

A Science Inservice Program for K-6 Teachers. FY 1987-88, Title II-A Program. Final Project Report.

Indiana Univ., Indianapolis. School of Education.

PUB DATE- 1 Oct 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Inservice Teacher Education; *Questioning Techniques; Science Curriculum; Science Education; Science Programs; *Science Teachers; *Teaching Methods; Workshops
IDENTIFIERS- *Indiana; *Process Skills

The purpose of this project was to develop, conduct, and evaluate a K-6 science inservice program for elementary school teachers. This program was conducted in six 3-hour workshop sessions and consisted of hands-on activities, problem-solving exercises, and large and small group discussions. The individual workshop sessions focused on incorporation of the process skills in elementary science lessons, the use of effective questioning techniques, and the use of the learning cycle approach in teaching science. Eighteen elementary school teachers from a midwestern school district participated in this project. Qualitative and quantitative procedures were used to evaluate the extent to which these teachers incorporated the information presented in this inservice program into their science teaching. Both measures indicated that the information presented in this program did influence the participants' science instruction. Materials used in the workshops, including two modules and a workshop journal, are appended. Lists 4 references. (Author/YP)

ED 314 258 SE 051 115

Keen, Richard A.
Skywatch: The Western Weather Guide.
REPORT NO.- ISBN-1-55591-019-X
PUB DATE- 87
NOTE- 166p.; Photographs may not reproduce well.
AVAILABLE FROM- Fulcrum Publishing, 350 Indiana Street, Suite 510, Golden, CO 80401 ($13.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130) Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Climate; *Earth Science; Instructional Materials; *Meteorology; Physical Environment; Secondary Education; Secondary School Science; Textbooks; *Weather; Wind (Meteorology)

The western United States is a region of mountains and valleys with the world's largest ocean next door. Its weather is unique. This book discusses how water, wind, and environmental conditions combine to create the climatic conditions of the region. Included are sections describing: fronts; cyclones; precipitation; storms; tornadoes; hurricanes; temperature variations; climatic change; unique conditions; weather maps; weather watching; and resources for further learning. Appended are climatic data, instructions for making a thermometer shelter, and a discussion of wind speed scales. (CW)

ED 314 274 SE 051 132

Stonebarger, Bill
The Gene: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-000-8
PUB DATE- 89
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-131. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; DNA; Elementary Secondary Education; *Genetics; *Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

It has only been since the late nineteenth century that people have understood the mechanics of heredity and the discoveries of genes and DNA are even more recent. This booklet considers three aspects of genetics; time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of genetics, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggstions are included. (CW)

ED 313 950 HE 023 055

Application Statistics 1988.
Council of Ontario Universities, Toronto.
REPORT NO.- ISBN-0-88799-243-9
PUB DATE- Oct 89
NOTE- 28p.; Tables may be marginally legible due to small type.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Applicants; College Bound Students; College Students; Demography; *Enrollment Trends; Ethnic Groups; Females; Foreign Countries; *Full Time Students; Higher Education; Males; *School Registration; Student Characteristics
IDENTIFIERS- Canada; *Ontario

Statistics on application and registration patterns of applicants desiring full-time study in first-year places in Ontario universities are presented. The 15 tables chart: a summary of applications and registrations; application and registration ratios; active applications and registered applicants by university and category; active applications by choice preference for each university as a percentage of total active applications; active applications and registered applicants by program grouping; active applications by choice preference as a percentage of total active applications per program grouping; summary of regular applicants, applications, and registered applicants by educational source of applicants; distribution of active applications by geographic origin of applicants as a percentage of total applications by applicant type for each university; distribution of registered applicants by their geographic origin as a percentage of total registered applicants by registrant type for each university; distribution of year 5 active applicants and registered applicants by age and sex; distribution of regular active applicants and registered applicants by age and sex; distribution of year 5 active applicants and registered applicants by immigration status and country of citizenship; distribution of regular active applicants and registered applicants by country of citizenship and immigration status; applicants and registered applicants by program and sex; and reconciliation of statistics on registered applicants in first-year post-year 5 programs, registered applicants and first year registrants. Geographic groupings and program groupings are appended. (SM)

Adelman, Clifford
Using Transcripts To Validate Institutional Mission: The Role of the Community College in the Postsecondary Experience of a Generation. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 59p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Records; Aspiration; College Attendance; College Role; *College Students; *Community Colleges; Demography; Educational Assessment; Educational Quality; Higher Education; *Institutional Mission; Labor Market; Longitudinal Studies; National Surveys; Outcomes of Education; Prior Learning
IDENTIFIERS- *ASHE Annual Meeting

Information is presented on the use of transcripts to validate institutional mission, proposing that transcript archives can serve as grounds against which the validity of an institution's claimed mission with respect to its primary beneficiaries can be measured. This is done with a focus on the community college. The National Longitudinal Study (NLS) and its Postsecondary Transcript Sample (PETS), which is taken at age 30, are used. Topics of discussion are as follows: demographics and attendance patterns; time of attendance; the role of aspirations and plans; attendees: academic background and general ability; course-taking: the community college as provider of knowledge; the concept of principal provider; labor market outcomes: the emphases of work; and community college attendance and the bachelor's degree. It is concluded that: (1) the institution seems to function in a variety of occasional roles, serving individuals for ad hoc purposes; (2) the community college functions as an intermediary institution for individuals in transit from one status to another; and (3) the community college is a testing ground offering individuals a chance to test their tolerance for postsecondary education. Twenty nine tables are appended. Contains 23 references. (SM)

ED 313 976 HE 023 081

Zusman, Ami

Coordinating "Marginal" Matters Central to State Interests: University System Involvement in K-12 Education. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- College Administration; *College School Cooperation; *Educational Planning; *Elementary Education; Higher Education; *Institutional Cooperation; Multicampus Colleges; Public Policy; *Public Schools; Secondary Education; *State Universities; Statewide Planning; Teacher Improvement

IDENTIFIERS- *ASHE Annual Meeting

The ways in which university system offices deal with both state policymakers and their own campuses in addressing various dilemmas (e.g. kindergarten-12 education) are discussed. Research questions addressed are: how system offices of multicampus universities deal with their campuses on matters considered relatively marginal to the campuses but important to state interests and concerns; how they respond to state threats of intrusions into university programs in areas important to state policymakers but relatively peripheral to the campus core; and how they promote efforts within the university to improve the public schools. The systemwide administrations in four public multicampus universities are examined, addressing issues of teacher education and related K-12 matters. Interviews were done with top systemwide administrators, other systemwide staff, and campus faculty and administrators concerned about teacher education and university-school relations. State, systemwide, and independent reports on the universities and their K-12 activities were examined. Results include: (1) university system administrations vary greatly in the extent to which they provide either leadership for or regulation of the campuses; (2) although still relatively low, overall system-level attention and resources devoted to K-12 concerns have increased; (3) system administrators seem readier than in the past to make system-level initiatives intended to improve teacher education or the schools; and (4) university systemwide offices can play a useful role in teacher education and K-12 reform. Figures are included. Contains 27 references. (SM)

ED 314 019   IR 014 093

Nutter, Norma; And Others
Computers and Professors: Dividing the Work.
PUB DATE- 22 Feb 89
NOTE- 16p.; Paper presented at the Annual Convention of the Association of Teacher Educators (St. Louis, MO, February 22, 1989). Appendixes B, C, and D will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Computer Assisted Instruction; *Computer Assisted Testing; Conventional Instruction; Feedback; Higher Education; Individualized Instruction; Instructional Design; *Intermode Differences; *Review (Reexamination); *Student Attitudes; *Student Evaluation; Teacher Education
IDENTIFIERS- *East Tennessee State University

The East Tennessee State University College of Education has begun removing objective testing from regularly scheduled class time and has begun using Macintosh computers for content tutoring and the evaluation of students at their convenience. The new testing program requires students to meet criteria for the number of correct responses within deadlines for each unit. This study, conducted at the College of Education Instructional Evaluation Laboratory (CEIEL), examined course dropout rates and content mastery over six semesters among students in undergraduate educational psychology and special education classes. Students who were traditionally evaluated took multiple choice tests in class over the identical content units that were experimentally evaluated in the CEIEL program. Traditionally evaluated students received feedback (a grade and explanation) within 7 days. Experimentally evaluated students could receive feedback after each question, instantly, or after the whole test was completed, or both, or none at all (their option). Most chose feedback after each question. After the evaluation in CEIEL students were required to have their obtained data verified by a manager who assisted them in plotting their frequencies for correct and incorrect answers. Data collected over six semesters shows that the great majority of students preferred the computer testing format and achieved high levels of content mastery. In addition, use of the CEIEL resulted in a lower frequency of dropout from the classes studied as well as a 10% to 20% gain in class time available for the types of substantive interaction that only faculty can provide. Requirements for course letter grades and examples of graphs used to plot student progress are appended. (10 references) (GL)

ED 314 033 IR 014 116

Lee, Paul
Desktop Publishing: Organizational Considerations for Adoption and Implementation. TDC Research Report No. 6.
Minnesota Univ., St. Paul. Telecommunications Development Center.
PUB DATE- Jul 89
NOTE- 13p.; For other reports in this series produced by the Telecommunications Development Center, see IR 014 111-115.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Authors; *Cost Effectiveness; *Desktop Publishing; Distance Education; Editors; Guidelines; *Instructional Materials; Nonformal Education; State Surveys
IDENTIFIERS- *Minnesota Extension Service

This report explores the implementation of desktop publishing in the Minnesota Extension Service (MES) and provides a framework for its implementation in other organizations. The document begins with historical background on the development of desktop publishing. Criteria for deciding whether to purchase a desktop publishing system, advantages and drawbacks of desktop publishing, and ways that the integrity of institutional publications can be maintained are then listed. Five functions in extension work affected by desktop publishing are identified--word processing, advertising, bulletins and newsletters, distance education materials, and signs. Results of a survey of MES editorial staff that was designed to assess the impact of desktop publishing are discussed and a cost-benefit analysis is presented. Several benefits of desktop publishing are identified: lower production costs, quicker turnaround, more control, more flexibility, more capabilities, decentralization of production, and ease of alteration. Problems listed include: loss of quality control, fear of technology, increased pressure on staff, and lower productivity on start-up. The following recommendations for organizations considering desktop publishing are offered: (1) examine how the organization will have to change to accommodate desktop publishing; (2) conduct a cost-benefit analysis; and (3) be conscious of the quality of the items produced. Tables present survey response and cost-benefit data. (MES)

ED 314 047 IR 052 969

National Bookmobile Guidelines, 1988.
Ohio State Library, Columbus.
PUB DATE- 18 Jun 88
NOTE- 33p.; Adopted at the National Bookmobile Conference (4th, Columbus, OH, June 18, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Administrator Guides; *Bookmobiles; Branch Libraries; *Design Requirements; *Library Administration; Library Collection Development; *Library Extension; Library Personnel; Library Standards; *Outreach Programs; Publicity; Public Libraries

These guidelines were developed by the bookmobile community that has met in Columbus, Ohio, since 1985 for their annual conference. The guidelines comprise the collaborative effort of hundreds of conference participants and representatives from 79 libraries throughout the United States and Canada, who discussed the guidelines in regional and state sessions and/or tested all or part of the guidelines under actual service conditions. Designed to serve as baselines against which administrators can consider the effectiveness of bookmobile programs, these guidelines are not standards, but professional advice about bookmobile service. They are presented in six sections, which discuss in detail: (1) working specifications for a bookmobile vehicle, including information about types and brands of tires and batteries, as well as information about auxiliary power units and safety equipment; (2) scheduling, including how to choose appropriate service hours and duration of each stop; (3) library collection development, including policy, personnel, and the variety of the collection; (4) marketing and publicizing the service, encouraging consistency with the library system's program, and involving the community in the program's development; (5) staffing the bookmobile, including suggestions for training in communications skills, driving, and general safety; and (6) management, including issues of funding, maintenance of the vehicle, and integration into the library system. (SD)

ED 314 061 IR 052 991

Bailey, Martha J.; Murphy, Marcy

Management Competencies of Middle Managers in Large Academic Research Libraries.

PUB DATE- 89

NOTE- 29p.; Paper presented at the National Conference of the Association of College and Research Libraries (5th, Cincinnati, OH, April 5-8, 1989). This is an update of ED 277 372. For the final report of the King Research study and academic librarian competencies, see ED 265 853-854.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Libraries; Classification; Comparative Analysis; *Competence; *Critical Incidents Method; Higher Education; Interviews; Job Analysis; Librarians; *Library Administration; *Library Standards; *Middle Management; Models; *Research Libraries

In order to validate the methodology used in the study by Jose-Marie Griffith and Donald W. King that is reported in "New Directions in Library and Information Science Education," this study examined the management competencies of middle managers in 11 large academic research libraries in the Midwest. The goals of the project were to provide a profile of the managerial competencies observed in research librarians who are acknowledged to be top performers and to suggest a competency model for academic middle managers, i.e., those in the management hierarchy above the level of supervisor and below the level of vice president. Three middle managers judged to be average in performance and three judged to be superior were interviewed at each of the 11 locations, and they were requested to narrate three positive and three negative experiences in which they had utilized management principles. A taxonomy was prepared from these narratives, using 12 subject headings (e.g., staffing, planning, organizing, communications) by which to analyze the "critical incidents" reported, and the data were analyzed to determine specific activities and attitudes that characterize the superior middle manager. These data are then compared to those gathered from academic libraries in the study by Griffith and King, who surveyed only the superior performers in selected regions, and asked for only positive experiences. It is concluded that the study reported here is a step in developing models for evaluating the work of middle managers in large academic research libraries, whereas the Griffith and King study represents one approach to developing models for evaluating the qualifications of library/information professionals for their positions in library/information organizations. One figure and 11 tables are appended. (14 references) (SD)

ED 314 075 IR 053 009

Libraries Serving Youth: Issues and Programs in New York State.
New York State Library, Albany.
PUB DATE- 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Community Involvement; *Cooperative Programs; Day Care Centers; *Disadvantaged Youth; Federal Aid; High Risk Students; Illiteracy; *Library Role; *Outreach Programs; Parent Participation; Public Libraries; Reading Programs; State Aid
IDENTIFIERS- *New York

The 16 papers in this issue look at the needs of youth through the 1990s, describe ways librarians are meeting those needs, suggest additional services, and analyze the Mohonk Conference held in 1986 and its impact on libraries in the state of Youth in These Changing Times" (Jennifer Birckmeyer); (2) "Oh Boy, Here They Come! Library Service to Youth at Risk" (Anita Bassey); (3) "Mohonk!" (Mary A. Brown); (4) "Notes from a Messy Desk" (Lois Rigoulot); (5) "In Search of. . .Standards for Youth Services in the Pioneer Library System of New York State" (Linda Clark Benedict); (6) "Great Opportunities" (Suzanne Moore); (7) "Adolescent Illiteracy: What Libraries Can Do To Solve the Problem" (Judith A. Davidson); (8) "How To Get Teens To Read after They've Watched MTV!" (Diane Courtney); (9) "Federal Funds Fight Family Illiteracy: The Family Reading Program" (Carol Sheffer and Anne Simon); (10) "Registering New Children at the Library: The New York State 'Best Gift' Campaign" (Ristiina Wigg); (11) "Parent/Child Workshop: Meeting the Needs of Today's Changing Families" (Kathleen Deerr); (12) "'Welcome to the Public Library'--Serving Children in Day-Care" (Shirley Wyker); (13) "The New York State Task Force on Child Abuse

and Neglect: The Library Connection" (Sandra Feinberg); (14) "The Library Serves Homeless Children" (Christine Behrmann, Yolanda Bonitch, and Harriet Gottfried); (15) "The Decade of the Child" (Donna Miller and Alexandria Douglas); and (16) "How School Systems Came To Be and Where Are They Today?" (Joseph F. Shubert). (SD)

ED 314 143 JC 900 076

Weva, Kabule W.
Mechanisms of Service-Delivery Systems of Adult Education in Non-University Institutions in Canada.
New Brunswick Dept. of Advanced Education and Training, Fredericton.
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Programs; Adult Students; Community Colleges; Cooperative Programs; *Delivery Systems; *Distance Education; Educational Media; *Educational Trends; Foreign Countries; National Surveys; *Nonschool Educational Programs; Outreach Programs; Summer Programs; Two Year Colleges
IDENTIFIERS- *Canada

A study was conducted to identify and describe the different mechanisms of adult education services provided by non-university institutions in Canada. Specifically, the study sought to determine which institutions were involved in adult education, which service-delivery modes were most widely used, current trends, and which institutions and agencies have particular expertise in the field. Drawing from surveys, statistical reports, and other materials published between 1985 and 1989, the study found that: (1) in 1985, 47% of all courses taken by adult education participants were offered by non-educational institutions; (2) the primary providers of adult education were volunteer organizations, school boards, private schools, and employers; (3) the most widely used service-delivery modes were full- and part-time programs, summer programs, distance education, and cooperative education; (4) full-time programs were generally offered in primary and secondary schools and in community or private colleges; (5) in 1985-86, 166,330 adult students were enrolled in regular part-time programs in community colleges across Canada; (6) the following year, 2,279 adults were enrolled full time in community college upgrading or self-improvement programs; (7) 90% of the distance education programs in Canada are correspondence courses, enrolling approximately 650,000 students; and (8) other frequently used methods of distance education are radio, television, and telephone, though distance is also offered via computer, satellite, cable, video conferences, fiber-optics, and electronic courier. Current trends in adult education include cooperative interprovincial agreements, ongoing needs assessment, services to the disabled, personalized teaching and evaluation, and community-based services. (WJT)

ED 314 171 PS 018 480

Development of Height, Weight and Body Mass in Infants from Birth to Age Seven. Report #89-1.

Missouri Univ., St. Louis. Parents as Teachers National Center.

PUB DATE- 89

NOTE- 34p.; For related documents, see PS 018 481-482. Figures and one table will not reproduce legibly.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; Blacks; *Body Height; *Body Weight; Comparative Analysis; Infants; Longitudinal Studies; Lower Class; *Physical Development; *Racial Differences; *Sex Differences; Toddlers; *Young Children

This paper presents normative data on height, weight, and body mass in a birth cohort studied prospectively from birth to the age of 7 years. Data are presented by gender and race. The cohort was meant to be representative of the St. Louis metropolitan area in that it included poor people's children, and especially black children who had rarely been included in prospective birth cohorts. Oversampling of black and lower class probands was used to offset the predictable attrition from the milieu. Comparisons with National Center for Health Statistics (1977) and Philadelphia (Verghese and others, 1969) data are made. Reported findings concern weight, height, weight increment, height increment, and ponderal index. It is concluded that development of norms by race seems appropriate and that the data of this report tend to confirm their value. (RH)

ED 314 228 RC 017 342

Reyhner, Jon
Changes in American Indian Education: A Historical Retrospective for Educators in the United States. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-RC-89-1
PUB DATE- Apr 89
NOTE- 3p.
CONTRACT- RI88062016
AVAILABLE FROM- Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *American Indian Education; American Indian History; American Indians; *Curriculum Problems; Educational Change; *Educational History; *Educational Improvement; Educational Needs; Elementary Secondary Education
IDENTIFIERS- ERIC Digests

This brief retrospective outlines major points in the history of American Indian education and major issues in Indian curriculum and teacher training. From the arrival of Europeans until recent times, formal schooling for American Indians has been controlled by others--first missionaries, then the Bureau of Indian Affairs (BIA). After World War II, American Indians began to actively promote self-determination and their own civil rights. Today all Indian schools are controlled by the local community or are operated by the BIA in conjunction with local Indian school boards. American Indian students' generally poor academic achievement has been attributed to sociocultural factors, such as differences between students' and teachers' languages, cultures, values, and learning styles. School improvement efforts either are based on studies of urban or suburban schools serving the dominant culture or follow the "whole language approach," focusing on getting students to read more "real literature" and to write more. Integration of American Indian language and culture into the regular school curriculum is critical to improving student achievement. Teachers of Indian children need systematic training about sociocultural influences on learning and about tribal cultures. Some tribal councils have formulated educational policies that mandate school instruction in the tribal language and culture. This digest contains 10 references. (SV)

ED 314 290 SO 019 659

O'Connor, Paula

The Special Responsibilities of Educational Institutions in America and Italy: To Improve the Social and Civic Values and Behavior of Their Youth.

PUB DATE- Oct 88

NOTE- 16p.; Paper presented at the International Conference for the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Citizenship Education; *Curriculum Research; Democratic Values; Elementary Secondary Education; *Law Related Education; *Role of Education; Social Studies; Student Participation; *Youth

IDENTIFIERS- *American Federation of Teachers

This paper addresses the responsibility of educational institutions to improve the social and civic values and the behavior of youth while illustrating the condition of civic education. U.S. children educated during the Vietnam War and Watergate Eras developed a weakened sense of citizenship obligations. Without a government-sponsored nursery school program where civic education can begin, many preschool and grade school students are not exposed to it. Moreover, high schools have put civic education aside in favor of English and mathematics skills so students can score highly on college entrance examinations. A 1984 study revealed that teachers did not consider social studies a substantial core of the curriculum. One method for teaching to civic education is law related education (LRE) which encourages first-hand participation by students, stressed by Jean Piaget and John Dewey as important for learning. The American Federation of Teachers' (AFT) response to the lack of civic education has been: (1) to issue a statement of principles; (2) to commission a textbook review; (3) to increase collective bargaining for educational reform funding; and (4) to challenge teachers to teach history in ways that encourage student participation. The paper concludes with a review of the Carnegie Forum on Education and the Economy document, "A Nation Prepared," the Bradley Commission on History in Schools report, "Building a History Curriculum," the California History/Social Science Framework, and the Council for the Advancement of Citizenship (CAC). A 14-item bibliography is included. (DJC)

ED 313 904 FL 018 257

Adams, Carole

Beginning Language Students Can Write: Integrating the Language Experience Chart and Process Writing.

PUB DATE- Aug 89
NOTE- 111p.; An individual professional project for M.A. in Teaching, School for International Training.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Classroom Techniques; English (Second Language); Evaluation Methods; Experience Charts; Holistic Approach; *Language Experience Approach; Lesson Plans; Literacy Education; Second Language Instruction; Student Centered Curriculum; Teacher Evaluation; Teaching Methods; Writing (Composition); Writing Evaluation; *Writing Instruction; *Writing Processes

A method for teaching second language writing to beginning students that combines the Language Experience Approach and process writing is described. The method limits the writing task and fosters success. The lesson-by-lesson implementation plan outlined helps teachers guide students from the conception of a writing topic to a first draft, through consecutive drafts, and ultimately to the final copy of a composition. The process of writing becomes the basis for second language communication. After an introductory chapter, the second chapter describes the Language Experience Approach, what is involved in process writing, and the essentials of a student-centered classroom. It also lists the materials needed and their possible uses in the classroom. Chapter 3 presents a series of 20 lesson plans beginning with a shared experience and ending in a final draft of a composition. The fourth chapter suggests ways that teachers can elicit feedback from students to help determine how effective their instruction is, and discusses holistic evaluation techniques. (Author/MSE)

ED 313 935 HE 022 864

Coffman, Sara Jane
How To Survive at College. Sixth Edition. and Instructor's Manual. Fifth Edition.
REPORT NO.- ISBN-0-89917-511-2
PUB DATE- 88
NOTE- 190p.
AVAILABLE FROM- College Town Press, P.O. Box 669, Bloomington, IN 47402 ($15.95).
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Bound Students; College Environment; *College Freshmen; *Educational Attitudes; Higher Education; Listening Skills; Notetaking; Reading Skills; *Reentry Students; Student Attitudes; *Study Habits; *Study Skills; Test Wiseness; Textbooks; Word Study Skills

The guide to success in college is designed to help college-bound students and college freshmen develop effective study habits, develop positive attitudes toward learning, and improve specific study skills. It is divided into five units. The first emphasizes positive study habits and attitudes, looking at how to avoid poor performance, outlining principles of time management and memorization techniques, and presenting some basic information about the college environment and the people in it. The remaining four units stress improvement of these specific study skills: (1) classroom listening, including notetaking, distinguishing between main ideas and supporting details, and differentiating facts, inferences, and judgments; (2) reading a college textbook, including understanding the organization of information, interpreting signal words and the author's tone, and increasing reading speed; (3) test-taking, by predicting test questions, studying old tests for patterns and clues, using contextual clues, and understanding essay tests; and (4) word attack, using contextual clues and analyzing word parts. The fifth edition of the instructor's manual (ISBN-89917-492-2) is included. (MSE)

ED 313 990 HE 023 096

Fonte, Richard
Financial Governance Patterns among Two Year Colleges. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Finance; *Financial Support; Full State Funding; Government School Relationship; Higher Education; Personnel Management; *State Aid; Technical Education; *Two Year Colleges
IDENTIFIERS- *ASHE Annual Meeting; Regulatory Programs

A survey of state financial controls over community, junior, and technical colleges was undertaken utilizing, as the base, Frederick Volkwein's scale of flexibility and control. A mailed survey (about 29 measures of state regulation) with followup telephone interviews was presented to all community college state agency directors (N=62). Identification of state regulatory types was determined through the use of cluster analysis. Factor analysis identified six underling constructs (budgeting flexibility, budget form, expenditure oversight, tuition and revenue control, local authority, and personnel administration). Results indicated that the fiscal and personnel regulatory measures identified by Volkwein can be successfully applied with some modification for an analysis of two-year colleges. The data provided evidence to generalize the use of these measures to two-year colleges. The six constructs of financial and personnel regulation identified verify key elements suggested in the conceptual framework of Curry and Fischer. The findings provide empirical support for differentiating state systems of two-year colleges on a continuum of financial and personnel regulation as suggested by both Curry and Fischer and by Walter Garms. Findings also prove that the stronger regulated models can be differentiated among themselves on the basis of the degree and type of personnel and financial controls. Tables are included. Contains 16 references. (SM)

ED 314 004 HE 023 115

Sunal, Dennis W.

Enhancing the Educational Effectiveness of an African University.

PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Meeting of the African Studies Association (Atlanta, GA, November 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Curriculum Development; Developing Nations; *Educational Quality; Excellence in Education; Exchange Programs; *Faculty Development; Foreign Countries; Higher Education; *Institutional Advancement; Models; Research
IDENTIFIERS- Africa; Nigeria; West Virginia University

A model for enhancing the educational effectiveness of an African university was developed through the West Virginia University-Bayero University, Kano (Nigeria) linkage activities carried out from 1984-1988. The three goals of the model were to: further develop abilities of African university faculty to carry out research, curriculum development, and service activities; provide workshops, seminars, and courses at the home institution to help with faculty development; and expand the knowledge and experience of faculty and students in an exchange program. Project activities were focused by an Education Development Center, the purpose of which was advancement of knowledge and understanding of education and educational development in the university's service area. Faculty at the African university collected and continue to collect documents and materials for placement in the center. Significant increases in library space and holdings were reported at the African university site. In working with an African university, it is important to involve both African and American university staff as equal partners, and the use of coordinating committees at both sites is an appropriate mechanism for doing so. Setting up such a center is also a productive way to achieve program goals. The center focuses activities towards specific goals and encourages the interaction necessary to work toward change and development. (SM)

ED 314 090 IR 053 041

Seiser, Virginia; Lockerby, Robert
U.S. Mountaineering Libraries: A Survey.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Books; Higher Education; *Library Collections; Library Research; Library Surveys; Periodicals; *Public Libraries; Recreational Activities; *Special Libraries
IDENTIFIERS- *Mountaineering

Over a 3-year period (1985-1987) site visits were made to selected U.S. libraries that focus on climbing or mountaineering as a specific area for comprehensive collection building to survey their monographic holdings, serial holdings, and special collections. The monographic collections were compared to two lists of outstanding mountaineering books, the annotated bibliography of the Farquhar collection (1980), and a list of 50 books published in Neate's guide to climbing literature (1980). This report provides assessments of the collections of two special libraries (the Adirondack Museum and the Yosemite Research Center); 11 club libraries (American Alpine Club, Appalachian Mountain Club Library, Colorado Mountain Club, Explorers Club, Mazamas, Mountaineering Foundation of Chicago, Mountaineers, National Geographic Society Library, New York Racquet Club, Potomac Appalachian Trail Club, and Sierra Club); eight academic libraries (Dartmouth College, Princeton University, University of California-Berkeley, University of California-Los Angeles, University of Colorado-Boulder, University of Washington, University of Wyoming, and Yale University); and five public libraries (Denver Public Library, the Library of Congress, Los Angeles County Public Library-Malibu, New York Public Library, and Teton County Public Library). Each entry provides the library's location, details its current collection, and reports its collectian policy. Three tables compare the relative rankings of the club, university, and public libraries studied in terms of the number of listed titles owned. (22 references) (SD)

ED 314 104 JC 900 016

Parsons, Michael H.

Community Colleges and Civic Literacy: The Quest for Values, Ethics, and College Renewal.

PUB DATE- 12 Oct 89

NOTE- 12p.; Paper presented at the Annual Convention of the Virginia Community Colleges (Roanoke, VA, October 12, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Citizenship Education; Citizenship Responsibility; Community Colleges; Educational Principles; *Ethical Instruction; *Ethics; *Moral Values; Quality of Life; Two Year Colleges; *Values Education

Several institutions, including churches, community groups, and political organizations, lay claim to the task of bolstering existing values and restructuring the ethical set of the nation. The higher education community has an equally legitimate claim for the responsibility of inculcating values. The role of education in values transference is not new, and each time society experiences a moral malaise, discussion begins anew. Throughout the 1980's, educational writers have stressed that a carefully selected curriculum not only teaches about intellectual values, but also nurtures them. Instructors dealing with ethical issues in their disciplines have been urged to discuss the art of commitment in a pluralistic and uncertain context. Toleration for ability and willingness to act decisively when faced with uncertainty have been represented as a type of civic literacy. With values, ethics, and a moral point of view considered essential to quality of life, colleges were perceived as having potential civic functions which no other single institution can provide. Writers supported the contention that the development of civic literacy is a legitimate role for America's higher education community. Colleges were urged to forget their institutional egos and become involved in social needs and concerns, and students voiced concern with the consequences of unethical behavior and the effect of organizational structures and leadership on the prevention of misconduct. Though many community colleges have long been involved in programs and projects designed to improve the economic and social quality of life in their communities, few complete models exist for fostering civic literacy. One example, at Hagerstown Junior College, in Maryland, uses a colloquium approach to analyze such diverse topics as social change, leadership, and the new corporate system. In fall 1988, over 100 faculty, students, administrators, and community members met to discuss the state of ethics in the professions. (JMC)

ED 314 116 JC 900 032

Roueche, Suanne D., Ed.
Innovation Abstracts: Volume XI, Numbers 1-30.
Texas Univ., Austin. National Inst. for Staff and Organizational Development.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstracts; Classroom Communication; Community Colleges; Critical Thinking; *Instructional Innovation; *Learning Strategies; Personnel Selection; Scholarship; *Teacher Role; *Teacher Student Relationship; *Teaching Methods; Two Year Colleges

This series of one- to two-page abstracts highlights a variety of innovative approaches to teaching and learning in the community college. Topics covered in the abstracts include: (1) cooperative planning for institutional excellence; (2) rewarding scholarship among community college faculty; (3) in-class debates as a learning strategy; (4) instructional approaches for remedial mathematics and English composition; (5) providing incentives for faculty publishing; (6) creating supportive environments for change and for effective adult learning; (7) strategies for helping students with declining grade point averages; (8) using a lottery approach to get students to "volunteer" to answer review questions; (9) study groups and study partners; (10) motivating adult basic education students; (11) helping students prepare for biology exams; (12) goal-setting and goal-using as learning strategies; (13) survival strategies for nursing students; (14) faculty hiring practices; (15) using desktop computers and combined auditory, kinesthetic, and visual learning methods in auto shop; and using computers to recruit students for the program; (16) enhancing critical thinking; (17) an experiment with freshman education majors in a college mathematics course; (18) formal program review of student services programs; (19) faculty taking classes from colleagues in other departments; (20) techniques to help instructors remember names and faces; (21) enhancing teacher enthusiasm; (22) selecting a chief instructional officer; (23) freshman orientation; (24) humor in instruction; (25) critical thinking and collaborative learning; (26) a review of the movie "Dead Poets Society"; (27) "Podium," a journal designed to promote educational research in the community college; (28) improving classroom communication; (29) staff development through a wilderness program; (30) employee orientation; (31) a common-sense approach to good teaching; and (32) the future of writing-across-the-curriculum programs. (JMC)

ED 314 157 PS 018 437

Caring for Our Common Wealth: The Economics of Child Care in Massachusetts. Prepared for the Massachusetts Affordability Task Force.

Massachusetts Univ., Boston. Center for Survey Research.; Wellesley Coll., Mass. Center for Research on Women.

SPONS. AGENCY- Massachusetts State Dept. of Social Services, Boston.; Massachusetts State Office for Children, Boston.

PUB DATE- 24 Jun 88

NOTE- 53p.; Also supported by the United Way of Massachusetts Bay.

AVAILABLE FROM- Massachusetts Office for Children, 10 West Street, Boston, MA 02111 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Day Care; *Delivery Systems; Differences; Early Childhood Education; *Futures (of Society); Grants; *Program Costs; Regional Characteristics; *State Programs; State Surveys; Tables (Data); Use Studies

IDENTIFIERS- *Affordability; *Economic Effects; Massachusetts; Service Utilization

Researchers conducted a telephone survey of a random sample of 750 Massachusetts families with one or more children under the age of 13 in an effort to: (1) quantify the current use of various forms of child care by such families; (2) identify regional differences in the use of child care; (3) estimate the need for child care services in 1995; (4) improve understanding of the costs of providing child care in Massachusetts; (5) determine the scope of the affordability problem in the state and its impact on low and moderate income families; (6) review state resources for addressing the affordability problem; (7) review options for addressing the problem; and (8) illustrate costs and benefits of policies for helping parents with child care costs. In addition, licensed family day care providers and day care centers were randomly surveyed. This report presents findings of analyses of the three surveys, information gathered through discussions with child care experts, and a review of the related literature. Results indicate that if the Massachusetts economy is to continue to grow, the labor force must expand and child care is key to making this happen. A total of 17 tables supplements the text. Over 40 references are cited. An appendix identifies sources and amounts of philanthropic support for child care in 1984, 1985, and 1986. (RH)

Work and Family and Unions: Labor's Agenda for the 1990s. The BNA Special Report Series on Work and Family: Special Report No. 20.

Bureau of National Affairs, Inc., Washington, D.C.

PUB DATE- Aug 89
NOTE- 37p.
AVAILABLE FROM- BNA's Customer Service Center, 9435 Key West Avenue, Rockville, MD 20850 (Product Code BSP-161, $35.00. Discount on quantity orders.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Contracts; Cooperation; *Day Care; Day Care Centers; Early Childhood Education; Fringe Benefits; *Latchkey Children; *Organizational Objectives; Participation; School Age Day Care; *Unions; *Work Environment
IDENTIFIERS- Management Union Relationship

This special report examines the labor movement's growing interest in benefits that help two-income families and single parents. The report also: (1) examines benefits that unions have won for their members and employers' reactions to labor's increasing advocacy on behalf of working parents; (2) profiles the results of union activism for work and family benefits around the country; and (3) discusses union strategies for winning work and family benefits. Included in the report are case studies of union organizing activities and outcomes at Harvard University, and among New York state employees, postal workers, Colorado grocery workers, and Santa Clara County, California employees. The appendix contains the text of family care provisions of the American Telephone and Telegraph Company's collective bargaining agreement with its two largest unions, the Communications Workers of America and the International Brotherhood of Electrical Workers, which some observers say will open the door for other unions seeking family benefits. Annotated citations of the Bureau of National Affairs' special report series on work and families, numbers 1-19, are provided. (RH)

ED 313 919 FL 800 027

Gross, Tracy, Ed.
ILGWU Student Magazine, 1987/88.
International Ladies' Garment Workers Union, New York, NY.
PUB DATE- 89
NOTE- 176p.; Numerous photographs and drawings will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Collected Works - Serials (022)
DESCRIPTORS- Acculturation; Adult Students; Creative Writing; English (Second Language); Entry Workers; Expository Writing; Family (Sociological Unit); Fashion Industry; *Immigrants; *Labor Education; Land Settlement; Letters (Correspondence); Literacy Education; Needle Trades; Personal Narratives; Student Attitudes;

*Student Developed Materials; *Student Publications; Unions; Work Experience
IDENTIFIERS- *International Ladies Garment Workers Union

The student magazine of the educational program sponsored by the International Ladies' Garment Workers' Union (ILGWU) is a collection of student writings. The writings are divided into the following topics: life journeys (Our Countries, Coming to the United States, and Our New Country); Our Lives (autobiographies, parents, family, remembering childhood); daily activities; work (first jobs in New York City, the union); education; poetry, myths, and stories; editorials; and letters of complaint, protest, and advice. (MSE)

ED 314 201 PS 018 527

Field, Tiffany

Discrimination and Imitation of Facial Expressions by Neonates.

PUB DATE- Aug 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).
GRANT- MH00331; MH40779
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Behavior; Biological Influences; *Facial Expressions; Imitation; *Individual Development; *Individual Differences; *Infants; Models; *Neonates; Premature Infants; Twins

Findings of a series of studies on individual differences and maturational changes in expressivity at the neonatal stage and during early infancy are reported. Research results indicate that newborns are able to discriminate and imitate the basic emotional expressions: happy, sad, and surprised. Results show widened infant lips when the happy expression is modeled, pouting lips when a sad face is modeled, and a widely opened mouth and widened eyes in response to a surprised face. Even preterm infants as young as 32 weeks of age can imitate these facial expressions. Like adults, however, some infants are very expressive and some are poker-faced. Monozygotic twins show discrimination and imitation abilities that are more similar than those of dizygotic twins. It is concluded that these data suggest a genetic predisposition for varying degrees of emotional expressivity that appear as early as birth. (RH)

ED 314 243 SE 051 077

Perdue, Peggy K.
Diving into Science. Hands-On Water-Related Experiments. Grades 2-4.
REPORT NO.- ISBN-0-673-38965-0
PUB DATE- 90
NOTE- 97p.
AVAILABLE FROM- Good Year Books, 1900 East Lake Avenue, Glenview, IL 60025 ($7.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; Laboratory Experiments; *Laboratory Procedures; *Marine Biology; Maritime Education; *Oceanography; *Science Activities; Science Curriculum; Science Education; Science Materials; *Water

This book contains hands-on ocean-related laboratory activities. Major chapter hearings are: (1) "Water Experiments" (dealing with the physical nature of water and listing 10 activities); (2) "Ocean-Going Vessels" (studying the principles of boats, with three experiments); (3) "Experiments Using Shells" (containing four activities); (4) "Sand Experiments" (providing four activities); and (5) "Labs Involving Ocean Animals" (discussing marine biology, and containing seven activities). Each activity is divided into sections, including an introduction, materials needed, preparation, answers to student lab sheets, and super-scientist activities. Student lab sheets are provided for practice in nurturing the scientific method of thinking. (YP)

ED 314 259 SE 051 117

Stonebarger, Bill
The Atom: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-001-6
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 118-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Atomic Structure; Chemistry; Elementary Secondary Education; *Instructional Materials; Middle Schools; Physical Sciences; Physics; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

Discoveries, background information, and facts concerning atomic structures and atomic energy are detailed in this booklet. The discussion considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters regarding the concept of the atom, a time line of the concept, a map of important geography related to the concept, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 130 JC 900 061

Livieratos, Barbara B.
Outreach and Information: Survey Results. Research Report Number 58.
Howard Community Coll., Columbia, Md.
PUB DATE- May 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; Community Colleges; *Enrollment Influences; *Information Sources; Majors (Students); School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Howard Community College MD

In 1989, a study was conducted at Howard Community College (HCC) to investigate influences on students' decision to attend HCC and the sources of information about HCC that influenced their choice. In-class surveys were administered by selected faculty members. The resulting 925 responses represented 24% of the 3,926 students enrolled in fall 1988; however, males, full-time students, and students under 21 years of age were over-represented in the study sample in comparison to their representation in the student body as a whole. Study findings included the following: (1) 23% of the respondents possessed a postsecondary educational credential, and 67% had taken college credit courses within the last two years; (2) 31% of the respondents listed location as the single most important factor in their decision to attend HCC, while 14% listed tuition costs, 11% cited the availability of a specific educational program, and 10% gave HCC's placement record for transfer students as the most important factor; (3) (5) the factors most often considered "not important" included changes in students' plans to attend other colleges, availability of financial aid, job placement record, and extracurricular programs; and (6) information sources cited as the "most important" influence on college choice included the mailed schedule of classes (30%), family or friends (18%), HCC staff (8%), teacher/counselor (7%), and reputation of HCC (7%). Survey data is attached. (JMC)

ED 314 172 PS 018 481

Treffeisen, Susan

Parents as Teachers: Adaptation in Child Care Centers. Report #89-2.
Missouri Univ., St. Louis. Parents as Teachers National Center.
PUB DATE- 89
NOTE- 45p.; For related documents, see PS 018 480-482.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Day Care Centers; Early Childhood Education; Educational Objectives; *Employer Supported Day Care; Ethnography; Family School Relationship; *Parent Education; Parent Participation; *Parents as Teachers; Participant Satisfaction; *Program Effectiveness; *Program Implementation
IDENTIFIERS- *Program Adaptation; Program Characteristics

This study used ethnographic techniques to explore the adaptation of the Parents As Teachers (PAT) program in 7 child care centers in the St. Louis area during the 1988-89 school year. PAT is a parent involvement, family support program that begins in the home and sets the tone for a positive home-school partnership. Types of child care centers studied were nonprofit, corporate, hospital, United Way, community college, and private. The study's aim was to determine: (1) the ways in which the PAT program had been adapted and put into operation; (2) whether the adaptation had had an impact on families; and (3) whether the integrity of the model has been maintained. Discussions of the research methodology, the program, and the setting are followed by a narrative description and analysis. Detailed discussion of program implementation in the corporate-sponsored center focuses on the relationship between interactions and sentiments of program participants. Data revealed that even though the PAT adaptation was being successfully implemented in all but one of the centers, all the directors were struggling with the problem of integrating a new program into an established organizational system. However, the integrity of the program had been maintained, and goals had been reached. (RH)

ED 314 187 PS 018 509

Hollenbeck, Albert R.; Gewirtz, Jacob L.

Attributions about, and Instructions on How To Treat, Their Neonates as Determinants of Mothers' Interaction Behavior.

SPONS. AGENCY- George Mason Univ., Fairfax, Va.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- 14 Aug 89
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
GRANT- NIMH-1-R-03-MH-38104-01A2
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attachment Behavior; *Attribution Theory; *Individual Characteristics; Infants; *Mothers; *Neonates; *Parent Child Relationship; Racial Differences
IDENTIFIERS- Parity; *Response Patterns

Two experiments explored the influence of neonate characteristics on maternal behavior. Experiment 1 investigated the influence of maternal attribution to the neonate of certain behavioral characteristics on maternal behavior in interaction. After videotaped mother-neonate pair interaction, neonates were removed for a nominal examination. Mothers were informed only that their neonates had been either alert or not alert in the exam. Mothers were then videotaped in interaction and afterwards informed that the neonate was now in the opposite state. Another interaction was then videotaped. Findings revealed that mothers of normally alert neonates jiggled and rocked their infants' bodies less than when they received minimal instruction. Mothers' pre- and post-delivery medication level was related to several behaviors in complex patterns. Experiment 2 compared maternal response patterns that occurred after mothers were instructed to follow gross themes with their neonates. A total of 52 mother and neonate pairs were observed under three videotape instruction conditions. Under "comfort instruction," mothers held neonates by the torso more, repositioned them less, and jiggled and rocked them more, than under minimal instruction. Race and parity determined maternal behaviors in complex patterns. Findings are discussed in terms of maternal perception of, and attachment to, neonates. (RH)

ED 314 275 SE 051 133

Gray, D. J.

A Preliminary Investigation into Modular Physical Science for Standards 9 and 10. Report No. 0-328.

Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0737-4
PUB DATE- 89
NOTE- 121p.; Set entirely in small type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum; *Curriculum Design; Curriculum Development; Foreign Countries; Learning Modules; *Physical Sciences; *Science Curriculum; Science Education; *Science Teachers; Secondary Education; *Secondary School Science
IDENTIFIERS- *South Africa

This report outlines the range of existing problems in science education and proposes that a modular based physical science curriculum would contribute to solving some of the identified problems and produce numerous advantages. The physical science curriculum will be divided into a "core" of fundamental modules (the absolute minimum knowledge of science upon which to base any further science instruction) and a range of academic (theory based) and applied (issue based) modules. Chapters consider problems; modular instruction; science education systems in other countries; goals of science education; terminology for modular science; procedures of module development; scheme for modular physical science; teachers and teaching in a modular system; and financial aspects. The Scotvec Modular Descriptor is appended. Seven pages of references are included. (Author/YP)

ED 313 920 FL 800 028

"We've Come a Long Way Baby." A Student Created Magazine by the ESL Classes of Local 155 ILGWU.

International Ladies' Garment Workers Union, New York, NY.

PUB DATE- 89

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Creative Writing; *English (Second Language); Expository Writing; Fashion Industry; Labor Education; *Literacy Education; Personal Narratives; Student Developed Materials; *Student Publications; Unions

IDENTIFIERS- *International Ladies Garment Workers Union

This student magazine, created by the English-as-a-Second-Language (ESL) classes of a local unit of the International Ladies' Garment Workers' Union (ILGWU) is a collection of personal opinions, reports, and creative writing with illustrations. Compositions are by both individual students and groups. Selections include the account of a field trip, individual reports, opinions on daily activities and personal experiences, recipes, descriptions of native countries and immigration experiences, and a personal letter. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 951 HE 023 056

Women's Studies Programmes in Ontario Universities. The COU Committee on the Status of Women.
Council of Ontario Universities, Toronto.
PUB DATE- Oct 89
NOTE- 60p.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario, Canada M5S 2T4.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Curriculum Development; Educational Development; Educational Planning; Enrollment Trends; *Females; Feminism; Foreign Countries; Graduate Study; Higher Education; Undergraduate Study; Womens Education; *Womens Studies
IDENTIFIERS- Canada; *Ontario

The evolution of the new field of women's studies in Ontario universities is described, identifying some trends in this evolution. Three sections examine: the development of women's studies programs in Canada; women's studies undergraduate programs in Ontario; and women's studies graduate programs in Canada. Programs at 14 colleges or universities are briefly described. Among conclusions are that most Ontario universities now offer women's studies programs responding to both the needs set out by the Royal Commission on the Status of Women (1970) and the increased enrollment of women in postsecondary institutions. A trend toward independent programs as opposed to revamping curricula in traditional disciplines is evident. Seven appendices provide information on: percentage distribution of bachelor's and first professional degree graduates by sex and major field of study in Canada, 1970-1987; female undergraduate enrollment and female faculty in Ontario universities, 1986-87; start dates of women's studies programs at Canadian universities; home disciplines for women's studies courses in Ontario universities, 1988-89; course listings for women's studies programs in Ontario universities, 1988-89; graduate women's studies programs in Canadian universities; and women's studies doctoral dissertations in Ontario universities, 1970-88. A bibliography with 77 entries is included. (SM)

ED 313 964 HE 023 069

Prinvale, Jean Marie
Achieving Distinction in an Uncertain Future. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *College Planning; Educational Change; Educational Development; Higher Education; *Institutional Advancement; Institutional Mission; Institutional Survival; Models; Reputation; Success
IDENTIFIERS- *ASHE Annual Meeting; *Strategic Planning

Strategic planning is discussed as a viable, effective method for coping with change to help an institution achieve its goals. A nine-step model of strategic planning is presented, and the results of a critique of a planning process at a major western research university are described. The nine steps are to: develop a planning culture, planning structure and organization, institutional mission, and strategic database; determine goals, strategies/programs/plans, objectives, and constraints; and evaluate the planning process and the results of the plans. The basis for determining the success of a strategic planning model must consider the extent to which the administrators' goals are accomplished when the model is applied to a postsecondary institution. The planning culture and planning structures of a major western research university are examined, noting the context within which the planning for education occurred. Two features of the planning process at this university that are especially intriguing are the lack of a planning culture and the limited participation of those who would be directly affected by the planning. Though the administration and planners fulfilled all other elements of a strategic planning model, ignoring these two features are fundamental reasons that after more than 5 years, there was still major disagreement surrounding the proposed plans and strategies designed to bring its education programs to a place of distinction. Contains 23 references. (SM)

ED 313 977 HE 023 082

Bieber, Jeffrey P.; Blackburn, Robert T.

Faculty Research Productivity 1972-1980: Development and Application of Constant Units of Measure. ASHE Annual Meeting Paper.

SPONS. AGENCY- Michigan Univ., Ann Arbor. Rackham Graduate School.; Michigan Univ., Ann Arbor. School of Education.

PUB DATE- Nov 89

NOTE- 40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; Efficiency; *Faculty Publishing; Higher Education; Longitudinal Studies; *Measurement Techniques; *Productivity; Publications; Publish or Perish Issue; Research; Scholarly Journals; *Trend Analysis

IDENTIFIERS- *ASHE Annual Meeting

An approach for studying faculty research productivity over time as measured by the number of scholarly articles published was developed and tested. The approach attempts to take into account the fact that both the amount of available professional journal space and the number of faculty competing for publications have changed over time by measuring productivity in real or constant units in much the same manner that economists use constant dollars over time. Four data sources were used in the study: "Ulrich's International Periodicals Directory;" "The Annual Bibliography of English Language and Literature;" "American Universities and Colleges;" and 20 journals selected at random within each discipline. The disciplines of biology, psychology, and English and the years 1972, 1980, and 1988 were chosen for comparison. Major findings were: there was almost twice as much space available for faculty publishing in 1988 as in 1972 while faculty numbers increased only slightly; faculty effort to publish needs to almost double in order to produce the same amount today as was produced in 1972 (in 1972 units, a 1988 article is only about half what it was then). Three appendices are: growth of journals by discipline, decision rules that guided the collection of data; and journal sampling data for the field of psychology. Contains 21 references. (SM)

ED 314 034 IR 014 120

Cosby, John

Condor Data Base Tutorial Training for Data Processing Technicians at Naval Recruiting Command.

PUB DATE- 14 Jan 89

NOTE- 208p.; Masters Thesis, New York Institute of Technology. Appendix E (61 pages) illustrating 58 computer screens will not reproduce.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Courseware; *Database Management Systems; Formative Evaluation; *Instructional Design; *Instructional Development; *Instructional Material Evaluation; Instructional Materials; Microcomputers; Military Training; Postsecondary Education; Questionnaires; Summative Evaluation

A computer assisted instructional program was developed for teaching data processing technicians at Naval Recruiting Command in New York, New Jersey, and Connecticut to create database records using CONDOR Database Management System Software. The procedure used in developing the program was based upon the Dick and Carey model of instructional systems development. The first of seven chapters in this report provides an introduction to the project (including background, a statement of the problem, a description of the project's purpose, and an overview of methods and procedures used). The next five chapters describe activities at each stage of the development process: analysis, design, development, implementation, and evaluation. (Field test data are presented in the chapter on evaluation using tables and figures.) The final chapter includes a summary and recommendations. The 15 appendixes, which constitute more than half of the report, include the job and instructional task analyses, pre- and posttests, the lesson and screen sequence flowcharts, the instructional materials, and the questionnaire used for formative evaluation. (23 references) (GL)

ED 314 048 IR 052 970

Networking Hawaii's School Libraries.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Mar 88
NOTE- 110p.; Some colored pages may not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; Interlibrary Loans; *Learning Resources Centers; *Library Automation; *Library Circulation; *Library Networks; *School Libraries; *Shared Library Resources; State Programs
IDENTIFIERS- *Hawaii; Software Evaluation

This guide is designed to assist school librarians in becoming part of the planned statewide school library network in Hawaii. Approaches to the guide for librarians at all stages of planning are suggested, and an overview of the benefits, goals, steps, and historical development are provided together with a model of the networking plan. The steps in automating circulation are described: (1) coordinating with state and district efforts; (2) deciding on automation; (3) selecting software; (4) generating support from others; (5) preparing the collection; (6) selecting and using microcomputer equipment; (7) building the materials database; (8) barcoding and linking the collection; (9) purchasing automation software; (10) building the patron database; (11) barcoding and linking the patron database; (12) publicizing the system; (13) implementing the system; and (14) maintaining and expanding the system. An overview of resource sharing and the interlibrary loan policy are then presented. A 43-item bibliography lists general works and works on automated circulation, resource sharing, online public access catalogs, database searching, and the future of library technology. The appendixes include a memo on the purchase of microcomputer equipment for library automation, evaluation criteria for circulation software, an application form for use of the state school library database, instructions for processing records for the automated circulation system, and a glossary of computer-related terms. (MES)

Problem Definition Process: A Guide to Research Strategies.

Pennsylvania State Library, Harrisburg.

PUB DATE- Jan 89
NOTE- 70p.; ACCESS PENNSYLVANIA: An Agenda for Knowledge and Information Through Libraries. For the 1985 curriculum guide, see ED 264 887.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Learning Resources Centers; *Library Instruction; Library Skills; *Online Searching; Reference Materials; Research Tools; *Search Strategies; Secondary Education; State Curriculum Guides; *Student Research; Work Sheets

Although this guide was designed to support "Pennsylvania Online: A Curriculum Guide for School Library Media Centers" (1985), the State of Pennsylvania curriculum guide for online searching, many of its components are also suitable for use by school librarians when teaching the elements involved in searching for resources manually. Designed to assist students in formulating focused research questions, the guide provides lesson plans and worksheets for each of seven steps in the process of defining a research problem: (1) "Developing the Research Question" encourages students to do preliminary reading to identify current issues within a subject field; (2) "Identifying Key Words" helps students develop the skill of identifying key nouns for a database search; (3) "Expanding Key Words" addresses synonyms, variant forms, and related terms; (4) "Recognizing General and Specific Topics" helps students to narrow a topic; (5) "Choosing Appropriate Terms" enables students to recognize and eliminate terms that are not related or compatible with the research question; (6) "Recognizing the Relationship Between Key Words" instructs students in the most effective ways to select operators; and (7) "Developing a Search Strategy" focuses on the selection of an appropriate subject category, selection of an appropriate database and analysis of its content, and deciding whether the search should be performed online or manually. Answer keys for the worksheets and a glossary of basic search terms are included. (SD)

ED 314 076 IR 053 010

Library Service to the People of New York State. A Long-Range Program.

New York State Library, Albany.

PUB DATE- 89
NOTE- 81p.; For the 1988 report, see ED 303 169.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Library Automation; *Library Networks; *Library Planning; *Library Services; Library Statistics; Long Range Planning; Objectives; Online Systems; Program Descriptions; Public Libraries; Regional Libraries; *Shared Library Resources; State Departments of Education; State Libraries; *State Programs
IDENTIFIERS- Library Services and Construction Act; *New York

This annual report on a comprehensive 5-year program for the improvement of library services in New York State is intended to: (1) provide a benchmark for the continued planning, development, and evolution of library services in the state; (2) summarize the objectives, policies, and programs undertaken for the improvement of library services, particularly those that the Federal Library Services and Construction Act (LSCA) helps to finance; (3) provide current, basic information on libraries and library systems in New York; (4) serve as a guide to library systems, regional planning groups, and other agencies that wish to participate in the LSCA program; and (5) meet LSCA requirements. The report begins with an overview of libraries in the state and their political environment. Libraries, library systems, and networks are described in the second section, and the third discusses library resource sharing and technological change. Constraints on library services and priority needs are covered in the fourth section; the fifth summarizes state and LSCA goals; and the report concludes with a discussion of 10 library program objectives. A 26-item bibliography is included. (SD)

ED 314 202 PS 018 529

Sledden, Elizabeth

When Will Life Be Normal? The Healthy Beginnings Program for Parents of Premature Infants.

Texas Univ., Austin. Hogg Foundation for Mental Health.

PUB DATE- 89

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Health Services; Coping; Parent Education; Parenting Skills; *Parents; *Premature Infants; Program Descriptions; *Psychological Patterns; *Psychological Services; Stress Variables

IDENTIFIERS- *Irrational Beliefs; *Program Characteristics

The Healthy Beginnings program is designed to help parents of prematurely born infants adjust to parenting challenges and opportunities of the first 2 years of the infant's life. The Healthy Beginnings Program provides parents of premature infants with support and guidance by offering: (1) monthly education and support meetings; (2) evaluations for the infant at the Meyer Center for Developmental Pediatrics at the Baylor College of Medicine on a regular basis; and (3) instruction in ways to improve parent-child interaction patterns. The discussion of the program elaborates on these program offerings, and also covers family life after infants leave the neonatal intensive care nursery, parental stress 2.5 months after the birth, and family life after a year of program participation. Typically, parents of premature infants magnify and attempt to fulfill irrational beliefs involving the words "should," "ought," or "must" which are incompatible with reality and cause an inordinate amount of tension and dissatisfaction. Program staff use group and individual meetings to help parents identify and overcome their irrational beliefs. The program places a strong emphasis on the deliberate use of logic, the development of flexible and appropriate expectations, and the introduction of specific behavior patterns. (RH)

ED 314 291   SO 019 661

Hahn, Carole L.
The Effects of the School, Media, and Family on the Civic Values and Behaviors of Youth.
PUB DATE- 11 Oct 88
NOTE- 19p.; Paper presented at the International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Behavior Patterns; *Citizenship Education; *Controversial Issues (Course Content); Democratic Values; *Discussion (Teaching Technique); Elementary Secondary Education; Family (Sociological Unit); *Influences; News Media; News Reporting; *Parent Influence; Television Surveys

Controversial issues and their effect on students is the focus of this paper, which includes results cf research on the influences of media and family. Discussions of controversial issues in an open classroom environment affects student attitudes by promoting: (1) less cynicism about government and politicians; (2) a belief that citizens have influence on the political system; and (3) a higher sense of civic responsibility. Research shows that behavior is affected, and that students are more likely to participate in politics and discuss and express opinions about political issues with family and friends. In other countries besides the United States, this behavior has also been documented. The effect of the media on civic knowledge, values, and behavior is documented through research. Elementary and secondary students believe they acquire information about political issues, government, and current affairs from television; additionally, high school students report television as a second information source after newspapers and magazines. When surveyed the children are usually the most politically knowledgeable. Research shows that parents can be most effective in promoting civic competence by discussing with their children the issues raised in the media. Research from cooperative learning theorists concludes that when students can examine and discuss controversies in a cooperative environment, they achieve higher levels of cognitive reasoning, higher quality problem solving, greater creativity, and more accurate perspectives. The appendices contain Ehman's theoretical model and the Connecticut State Board of Education's policy statement on controversial issues. A 32-item bibliography is included. (DJC)

ED 313 905 FL 018 258

Kim, Byong Won
Elementary Language Education in South Korea.
PUB DATE- Jun 89
NOTE- 14p.; Paper presented at the World Congress of Comparative Education (7th, Montreal, Quebec, Canada, Jun 26-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Elementary Education; Foreign Countries; *Ideography; Instructional Materials; *Korean; *Language Arts; Language Skills; *Language Styles; *Reading Instruction; Teaching Guides; Textbooks; Writing Instruction
IDENTIFIERS- *Hanmun Script; *South Korea

A review of South Korean elementary school textbooks and teacher's guides suggests three characteristic aspects of language and literacy education, including: (1) that two new language styles are appearing in textbooks, distinguishing the educated from the uneducated in everyday life, and that children learn formal speech style in the first grade and writing style in the third grade; (2) that while the Hangul alphabet is taught and used exclusively in the elementary school, it is mixed with Hanmun characters in society; and (3) two definitions of the paragraph appear in textbooks: one is the same definition used in the English-speaking world, the other a traditional one defining the paragraph as a unit of meaning forming one of several parts of a chapter or story. The policy of encouraging the exclusive use of Hangul and discouraging Hanmun characters use at school is expected to produce generations free from inappropriate concepts of the unit of language and locus of meaning advocated by Hanmun users. The two new language styles will help children become familiarized with both traditional, as well as new writing styles in Korea. These trends are seen as providing children with the ability to survive in a traditional society and building a generation that is part of the world society. (Author/MSE)

ED 313 936 HE 022 866

Greenberg, Arthur Richard
Concurrent Enrollment Programs: College Credit for High School Students. Fastback 284.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-284-4
PUB DATE- 89
NOTE- 52p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, P.O. Box 789, Bloomington, IN 47402-0789.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acceleration (Education); *Articulation (Education); *College Credits; College Role; *College School Cooperation; Community Colleges; Educational Benefits; Equal Education; Higher Education; High Schools; High School Students; Private Colleges; Program Descriptions; Program Development; Program Evaluation; Program Implementation; Public Colleges; Relevance (Education); School Role; State Programs
IDENTIFIERS- City University of New York La Guardia Comm Coll; *Concurrent Enrollment; Florida; Florida International University; Kingsborough Community College NY; Minnesota; Seattle University WA; Syracuse University NY

A discussion of concurrent enrollment programs, in which high school students can enroll in college-level courses before graduation and simultaneously receive credit for their diplomas and receive college credit, shows how such programs can address concerns about high school-college articulation and describes several program models in action. Two aspects of articulation are addressed: high school-college curriculum redundancy and the changing demographics of the college population, affecting the appropriateness of many introductory college-level courses. Benefits seen in concurrent enrollment programs include acceleration of progress for students, reduced tuition costs, reassurance for parents concerning their children's ability to handle college-level academic responsibilities, relief of high school senior ennui, productive interaction between high schools and colleges, improved high school faculty status, enhanced high school standing, facilitated student recruitment, grant opportunities, school-college faculty interaction, enhanced college-community relations, and social equity. Programs at Syracuse University (New York), Florida International University, Kingsborough Community College (New York), LaGuardia Community College (New York), Seattle University (Washington), and the Minnesota and Florida statewide programs are described. Suggestions for designing, implementing, and evaluating a concurrent enrollment program are given. 19 references. (MSE)

ED 313 991 HE 023 098

Anderson, Melissa S.; Louis, Karen Seashore
Institutional Control of Faculty Research: Issues Emerging in the Academic Environment. ASHE Annual Meeting Paper.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Nov 89
NOTE- 63p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
GRANT- BBS-8711082
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior; *College Faculty; *Faculty College Relationship; Higher Education; *Institutional Administration; Institutional Autonomy; Institutional Characteristics; Organizational Climate; *Organizational Theories; *Research
IDENTIFIERS- *ASHE Annual Meeting

Changes in the institutional control of faculty behavior are examined, stressing that such control includes not only control by a faculty member's own university, but also, increasingly, regulation and other influences exerted by institutions outside the university. The review of the literature focuses on ways in which changes in the external environments of universities have affected professors' research. These changes are considered from three perspectives: (1) complications associated with different types of external organizations--academic associations, the federal government, private industry, and the organized public; (2) issues related to different disciplinary sectors internal to the university; and (3) aspects of the relationship between external and internal parties based on two types of theories of organization-environment interaction--resource dependence and institutional theories. It is concluded that: significant changes in the faculty-institution relationship are occurring; increasingly complex arrangements with external groups make control of faculty behavior more problematic; and as research relationships come to have the character of governmental or corporate contracts, the special norms of autonomy and self-regulation which have distinguished academic work in the past tend to have less certain status. Contains about 100 references. (SM)

ED 314 005 HE 023 118

Our Common Commitment. Enhancing Ethnic Minority Integration and Achievement in Arizona's Universities.

Arizona Board of Regents, Phoenix.

PUB DATE- Sep 89

NOTE- 28p.

AVAILABLE FROM- Arizona Board of Regents, 3030 N. Central Ave., Phoenix, AZ 85012.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Persistence; *Access to Education; Accountability; College Admission; College Attendance; College Bound Students; College Faculty; College Students; Dropouts; Equal Education; Higher Education; *Minority Groups; Outreach Programs;

Responsibility; *School Holding Power; Student Attrition; Student Financial Aid; Student Recruitment

IDENTIFIERS- *Arizona

A report and recommendations of the Arizona Board of Regents' Ad Hoc Committee on University Access and Retention focuses on the enhancement of ethnic minority integration and achievement in Arizona's universities. Eight sections cover: introduction (the challenge for Arizona's universities); House Bill 2108; early outreach (linkages and coordination with the kindergarten-12 system and community colleges); minority student recruitment; minority student retention (e.g., minority student graduate rates will not improve greatly until the Board of Regents and universities refine their accountability mechanisms); accountability; an ongoing dialogue (a mechanism must be developed assuring regular, ongoing, meaningful communication among the board, the universities, and representatives of minorities); and future studies by the Board of Regents. Eight appendices provide information on: student financial aid trust fund policy; new Arizona University (AU) system admissions policy; amended AU teacher education degree programs and admissions policy; inventory of AU outreach programs; selected recommendations of the Regents' Task Force on Excellence, Efficiency, and Competitiveness; AU student cohort study; AU admissions/graduation rates; and "Use and Recommendations Regarding Achievement Tests" (Carlos Velez-Ibanez and David Berliner). (SM)

ED 314 020 IR 014 094

Fitzgerald, D.; And Others
Computer Applications in Australian Classrooms.
SPONS. AGENCY- Australian Dept. of Education, Canberra.
REPORT NO.- ISBN-0-644-05058-6
PUB DATE- 30 Nov 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Faculty Development; Foreign Countries; Needs Assessment; Parent Attitudes; *Policy Formation; Services; *Sex Differences; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Australia

This report describes research conducted on the use of computers in Australian classrooms in order to assist the Australian Education Council task force on education and technology in the preparation of policy advice for the Council. The first of eight sections presents the specific aims of the project, which were to: (1) examine the current use of computers for the support of learning programs; (2) examine attitudes of students, parents, and teachers toward the use of computers in learning programs, and to determine whether any differences exist in attitudes between boys and girls, male and female teachers and parents, and between public and private schools; (3) to review and analyze Australian and overseas literature to identify training and teacher development needs and other targeting of programs that may be required; and (4) to examine other forms of support or assistance that could lead to an improved use of computers for learning purposes. The second section provides a literature review of computer applications in schools and attitudes of teachers, parents, and students; the third describes the survey design used in the study. Results of the survey are reported in the fourth and fifth sections, which outline computer uses, attitudes, and sex differences. The sixth section provides data from the student questionnaire on topics such as perceived competence and computer use, computer attitudes, and differences between female users and non-users. The seventh section comments on sex differences in computer use and attitudes; a summary and recommendations are provided in section eight. (72 references) (GL)

ED 314 091 IR 053 042

Rutimann, Hans
The International Project. Progress Report.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Aug 89
NOTE- 8p.; For a related report, see IR 053 031 and IR 053 043-044.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bibliographic Databases; Foreign Countries; Information Technology; *International Cooperation; *Library Cooperation; *Library Services; Machine Readable Cataloging; Pilot Projects; *Preservation; Program Descriptions
IDENTIFIERS- *France; *Germany; Paper Deacidification

The International Project of the Commission on Preservation and Access was begun in June 1988 to explore the feasibility of creating an international database of preserved materials. Its main goals are to: (1) determine the extent to which preservation records exist in other countries; (2) identify the difficulties in converting records to machine-readable format and entering those records into a common database; (3) facilitate agreement on the level of bibliographic detail needed to exchange records; and (4) determine how to proceed to create a shared database capacity. This interim report on the International Project includes narrative reports on visits to five libraries and other organizations identified for the pilot project in Germany and France: the Deutsche Bibliothek (Frankfort), the Deutsches Bibliotheksinstitut (Berlin), Stadt und Universitatsbibliothek (Frankfort), the Council of Europe (Strasbourg), and the Bibliotheque Nationale (Paris). Information provided for each site visited includes a brief history of that institution; the names, backgrounds, and interests of people with whom the International Project representative met; synopses of their conversations (i.e., about the particular institution, about other matters relating to international resource sharing, preservation techniques and advances in library technology, and about the International Project); and the representative's general impressions of the visit. (SD)

ED 314 105 JC 900 018

Parilla, Robert E.

Critical Issues in Science Education in Two-Year Colleges: 1990 and Beyond.

Montgomery Coll., Rockville, Md.

PUB DATE- 89

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Colleges; Faculty College Relationship; *Faculty Development; *Scholarship; *Science Education; Student Recruitment; *Teacher Burnout; Teacher Morale; *Teacher Role; Teaching Load; Two Year Colleges

For millions of students, two-year college education represents the last real opportunity to develop an interest in science, mathematics, or engineering and to develop the prerequisite skills for a career in these fields. Yet, two-year college students represent a largely untapped pool of scientific personnel. Two-year college science and engineering programs share the same problems faced by four-year institutions. Retention is poor, with many students losing interest and switching majors and others being frustrated by the lack of preparation needed for success in science and mathematics courses. Only 20% of the community college students who enroll in a given science, mathematics, or engineering course plan to pursue a bachelor's degree in those areas. The reversal of this trend requires colleges to provide challenging, stimulating prerequisite or support courses, and the faculty to motivate students to continue their study. In addition, problems faced by faculty, including heavy teaching loads, isolation, the inability to keep current in their disciplines, and burnout, must be alleviated. Many of these problems have resulted from the abandonment of the classical notion of the scholar-professor and the resulting insulation of the craft of teaching from the scholarship that nourishes it. Faculty need this opportunity to be active and to explore current thinking in the disciplines they have chosen if their professional growth is to continue and they are to avoid burnout. At Montgomery College in Maryland, this challenge has been addressed through a scholarly activities program which allows faculty reassigned time to pursue such activities as writing a paper, participating in a performing arts activity, completing an artistic work, or creating a bibliography of current works in their field. The excellent community college should reward good teaching, and good teaching should show evidence of current and active scholarship. (JMC)

ED 314 117 JC 900 033

Brown, Ric
EOP&S: Continued Success with Low-Income College Students. An EOPS Special Project, 1984-85 and A Longitudinal Study of EOP&S Freshmen Students Entering during 1979-80 and 1980-81.
Fresno City Coll., Calif.
PUB DATE- 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Freshmen; College Graduates; Community Colleges; Comparative Analysis; Educationally Disadvantaged; Educational Opportunities; Grade Point Average;

*High Risk Students; Minority Groups; Program Effectiveness; Student Attrition; *Student Characteristics; Two Year Colleges
IDENTIFIERS- *Extended Opportunity Programs and Services

Two longitudinal studies were conducted in 1983 and 1986 to evaluate the effectiveness of the Extended Opportunity Programs and Services (EOP&S) project at Fresno City College (FCC). The EOP&S project is a state-funded program that emphasizes individual tutoring, guidance, learning centers, and other support services in order to increase recruitment and retention rates among low-income/disadvantaged students. The studies compared representative samples of EOP&S and non-EOP&S freshmen entering FCC in 1979-80 and 1980-81. Both studies gathered data on students' gender, marital status, ethnicity, age, high school status and grade point average (GPA), GPA and units completed at FCC, degree earned, and number requesting transcripts. Study findings included the following: (1) EOP&S students tended to have more females than males, while the non-EOP&S groups were predominately male; (2) among the 1979-80 and 1980-81 freshmen, total minority percentages in the EOP&S groups were 84% and 89%, respectively, while in the non-EOP&S groups, minority enrollments were 39% and 31%; (3) 85% of the 1980-81 EOP&S students were high school graduates compared to 45% of the non-EOP&S students; (4) the numbers of FCC graduates were approximately equal for EOP&S and non-EOP&S students in both years; (5) EOP&S students had lower high school GPA's than non-EOP&S students, but final FCC GPA's were almost identical for both groups in both years; and (6) EOP&S and non-EOP&S students were comparable in terms of total number of FCC units completed. Tables comparing EOP&S and non-EOP&S students from both years are appended. (WJT)

ED 314 144 JC 900 077

Perin, Dolores

Inservice Training for Community College Faculty in Learning Disabilities Using Video Vignettes.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

SPONS. AGENCY- New York State Education Dept., Albany. Office of Occupational and Continuing Education.
PUB DATE- Jan 90
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; College Faculty; Community Colleges; Faculty Development; *Inservice Teacher Education; Instructional Improvement; Instructional Material Evaluation; *Learning Disabilities; Program Descriptions; Program Evaluation; Teacher Improvement; *Teacher Workshops; Two Year Colleges; Videotape Cassettes

An in-service teacher training project was undertaken by the Center for Advanced Study in Education to produce video materials illustrating instructional strategies for learning disabled students and to conduct four on-campus workshops at four City University of New York (CUNY) and State University of New York (SUNY) community colleges in the New York metropolitan area. From 1987 to 1989, eight sets of videotaped vignettes, "Tutoring in Writing Skills," "A Writing Conference," "Using a Computer to Teach Writing Skills," "Lecture Strategies," "Previewing and Outlining a Textbook Chapter," "Tutoring in Reading Skills," "Teaching Mathematics," and "Tutoring in Math Skills," were produced, based on actual instructional sessions at CUNY campuses. In addition, a comprehensive viewing guide containing general information on learning disabilities, background on the students seen in the videos, instructions for tape use, commentary on the strategies shown, and a list of resources was produced. The inservice training workshops included structured introductions, an orientation to learning disabilities in college students, a presentation of composite case material in developmental sequence, a presentation of the video vignettes, and a discussion based on questions from the viewing guide. At the end of each workshop, participants were asked to complete evaluation forms on an anonymous basis. The workshops received overall ratings of "good" to "excellent" on 94% to 100% of the evaluations, with 75% to 100% of the participants indicating that the workshops had increased their understanding of issues concerning learning disabled students and 92% to 100% indicating that they would share information gained in the workshops with their colleagues. Appendixes include workshop agendas, a report on the inservice workshops, summaries of workshop evaluations, and evaluation forms. (WJT)

ED 314 158 PS 018 440

U.S. Children and Their Families: Current Conditions and Recent Trends, 1989. A Report Together with Additional Views of the Select Committee on Children, Youth, and Families. U.S. House of Representatives, One Hundred First Congress, First Session.

Child Trends, Inc., Washington, DC.; Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.

REPORT NO.- House-R-101-356

PUB DATE- 14 Nov 89

NOTE- 296p.; For the 1983 report, see ED 231 528. For the 1987 report, see ED 288 611. The "Additional Views" section contains small print.

GRANT- NSF-SES-8501616

AVAILABLE FROM- Government Printing Office, Superintendent of Documents, Washington, DC 20402 (Stock No. 052-070-06597-4, $9.50).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Behavior; *Day Care; Early Childhood Education; Economic Factors; *Education; Employed Parents; Family Attitudes; *Family Characteristics; *Family Environment; *Family Income; Federal Programs; *Health; Policy Formation; Population Trends; Residential Patterns; Tables (Data)

IDENTIFIERS- Congress 101st

This report examines the status of America's children and families in 1989, and confirms that major demographic, social, and economic changes during the past two decades have had profound effects on individual and family life. After an introduction, contents organized in 125 subsections focus on numerous dimensions of population and residence, family environment, parental employment and child care, income and economic well-being, education, health, behavior, attitudes, and government programs affecting children. At least 125 tables of data are included in the topical subsections. It is maintained that as children decline as a proportion of the American population, their lives become more precious, and policymakers' responsibility to them even greater. It is concluded that if policymakers do not become motivated to promote policies that can reverse today's alarming trends, they will enter the 21st century besieged by the negative effects of their failure. Additional views taking exception to this conclusion are included. (RH)

ED 314 216 PS 018 554

101 Key Statistics on Work and Family for the 1990s. The BNA Special Report Series on Work and Family: Special Report No. 21.

Bureau of National Affairs, Inc., Washington, D.C.

PUB DATE- Sep 89

NOTE- 36p.

AVAILABLE FROM- BNA's Customer Service Center, 9435 Key West Avenue, Rockville, MD 20850 (Product Code BSP-162, $35.00. Discount on quantity orders.).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Day Care; *Day Care; Early Childhood Education; *Employed Parents; Employment Statistics; *Family Characteristics; *Flexible Working Hours; *Fringe Benefits; Social Indicators

IDENTIFIERS- Parental Leave

This special report updates a September, 1988 Bureau of National Affairs (BNA) special report, "82 Key Statistics on Work and Family Issues," by presenting 101 new statistics on work and family concerns. Data concern: (1) child care; (2) parental leave; (3) elder care; (4) flexible work schedules; and (5) miscellaneous issues, such as men and housework, refusal to relocate, and mental stress claims. Annotated citations of BNA's 1988 and 1989 special report series on work and family, numbers 1-20, are provided. (RH)

ED 314 229 RC 017 345

Helge, Doris
Needs of Rural Schools Regarding HIV Education.
National Rural and Small Schools Consortium, Bellingham, WA.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- Jul 89
NOTE- 19p.
GRANT- U63/CCU002857-02
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; Community Involvement; *Early Intervention; Educational Needs; Family Characteristics; Rural Areas; *Rural Education; Rural Urban Differences; Rural Youth; Secondary Education; *Sex Education; *Sexuality; *Student Attitudes

This document reviews problems related to sexual activity among rural U.S. teenagers, successes and failures of teen sex education programs, and problems and needs specific to rural areas. In a recent poll, 89% of adults favored sex education in the schools and 73% supported making birth control information and contraceptives available in school clinics. The likelihood of a teenager becoming sexually active has less to do with socioeconomic status than with individual teens' values, goals, aspirations, and family environment in which he or she is raised. The primary causes of teens' contracting the HIV virus are ignorance, depression, being from a dysfunctional family, and poor school performance. Few sex education curricula address males and none describes strategies for using rural delivery systems. Successful teenage sexuality programs should deal comprehensively with the issues, last long enough to effect change, and involve students in the learning process. By itself, sex education is not a deterrent to teenage sex. The popular media encourage sexual activity and seldom address its accompanying responsibilities. Classroom programs must be supplemented by community-based efforts. Rural teens are as sexually active as their urban counterparts, but rural areas are less likely to offer HIV education to students. The prevalence of high-risk students in rural areas is high while resources are scarce. The need for effective programs to delay sexual activity and educate teens regarding the HIV virus has never been greater. Community approaches might be assisted by unique rural resources such as a tradition of neighbors helping neighbors and coperative extension services. (TES)

ED 314 244 SE 051 079

AUTHOR *Atkin, J. Myron; Atkin, Ann*

TITLE Improving Science Education through Local Alliances. A Report to Carnegie Corporation of New York.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
REPORT NO.- ISBN-0-941816-86-9
PUB DATE- 89
NOTE- 175p.
AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830 ($10.00, contact for quantity price).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College School Cooperation; Cooperative Programs; *Educational Cooperation; *Elementary School Science; Elementary Secondary Education; Higher Education; Science Curriculum; *Science Education; *Science Programs; Science Teachers; *Secondary School Science

Collaborations between public schools and national and corporate laboratories, universities, museums, and other institutions may be a significant force in upgrading science education at the elementary and secondary levels. This report focuses on the new, inter-institutional approaches to the improvement of science education and attempts to assess the importance of the collaboration activities based on case studies of approximately 30 programs. Chapters are: (1) "Improving Science Education, Collaboratively"; (2) "The Corporate World"; (3) "Universities"; (4) "Museums"; (5) "'Third-Party' Agencies: Brokers for Change"; (6) "When a School District Takes the Lead"; (7) "Problem 1: Will the Alliances Last?"; (8) "Problem 2: What Science Should Be Taught?"; (9) "What Works: Practices and Policies That Promote Science Education Partnerships"; and (10) "Postscript: Are the Times Different for Educational Change?" The report concludes that educational partnerships could become a more significant force in modernizing science education but their replication and expansion are currently hampered by the lack of a guiding vision of good science teaching and by their marginal impact on the mainstream science curriculum. The report warns that without a substantial commitment to sustained funding by the large national foundations, states, and the Federal Government, the local alliance movement could fall well short of its potential. (YP)

ED 314 260 SE 051 118

Stonebarger, Bill
The Changing Earth: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-007-5
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Earth Science; Elementary Secondary Education; Geology; *Instructional Materials; Middle Schools; *Reference Materials;

*Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

A history of geology and geography and a brief discussion of many processes which change the face of the earth are detailed in this booklet. The discussion considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters related to the concepts of geology and geography, a time line on the concepts, a map of the important geography related to the concepts, a glossary of important terms, and a list of several study suggetions are included. (CW)

ED 314 173 PS 018 482

The Early History of Missouri's Parents as Teachers Program, 1981-89. Report #89-3.
Missouri Univ., St. Louis. Parents as Teachers National Center.
PUB DATE- 89
NOTE- 28p.; For related documents, see PS 018 480-481.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational History; Federal Government; Financial Support; *Government Role; *Parent Education; *Parents as Teachers; *Program Development; *Program Evaluation; State Government; State Legislation; Teacher Education
IDENTIFIERS- *Legislative History; Missouri; Program Adaptation

This report records the first decade (1981-1989) of the Parents As Teachers program of the School of Education at the University of Missouri at St. Louis. Documentation concerns: (1) implementation of a pilot project, New Parents As Teachers (NPAT), in four Missouri public school systems in 1981; (2) establishment of the Commissioner's Committee on Parents as Teachers (PAT) in 1982; (3) passage of the Early Childhood Development Act, Missouri SB 658, in 1984; (4) curriculum development and adaptation for statewide expansion of PAT; (5) identification of SB 658 funding priorities; (6) evaluation findings that strongly supported parental guidance of the early learning process; (7) national media exposure by 1985; (8) expansion of state-appropriated funding; (9) an evaluation involving 37 public school systems intended to document PAT's effectiveness with a broad range of families; (10) program replication in school districts and social service agencies in 11 states by 1987; (11) increases in grants and funding awards; (12) adaptation of the model for PAT implementation in child care centers; (13) an 18-month study of adaptation of the PAT program for disadvantaged urban families; and (14) national expansion of PAT by 1989. The report concludes with a discussion of the development of a course of study leading to a Graduate Certificate in Parents as Teachers and other innovations. (RH)

ED 314 276 SE 051 134

Knaus, Andy; And Others

Household Waste. Issues and Opportunities.

Concern, Inc., Washington, DC.
REPORT NO.- ISBN-0-937345-06-7
PUB DATE- Oct 89
NOTE- 36p.; For a related document, see SE 051 135. Publication was supported by the Hillsdale Fund and the Max and Victoria Dreyfus Foundation.
AVAILABLE FROM- CONCERN, Inc., 1794 Columbia Road, N.W., Washington, DC 20009 (contact for prices).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conservation (Environment); *Environmental Education; Hazardous Materials; *Legislation; *Pollution; *Recycling; *Solid Wastes; *Waste Disposal; Wastes

The purpose of this booklet is to provide citizens with information about household waste and to indicate how they can contribute to its reduction. Information indicates how each individual can reduce waste by adopting new habits, making informed choices, and becoming involved in community action. Discussed are: (1) specific issues of general and household waste; (2) roles the individual can play in waste reduction; (3) roles the community can play; (4) specific innovative programs; and (5) legislative initiatives at the state and federal levels. Specific guidelines for action are detailed. Organizations and agencies involved in these issues, and selected readings are listed. Lists 39 references. (CW)

ED 314 035 IR 014 122

Jernstedt, G. Christian; And Others
Development and Evaluation of an Educational Data Acquisition System for Use in Secondary Schools. Technical Note 411.
Creare, Inc., Hanover, NH.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 78p.
CONTRACT- 400-84-0006
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Databases; *Information Retrieval; Intermode Differences; Microcomputers; Pilot Projects; *Science Instruction; *Science Laboratories; Secondary Education

The purpose of this research was to design, create a prototype, and evaluate an Educational Data Acquisition System (EDAS) for use in secondary school science laboratories. The prototype of EDAS consisted of a microcomputer, data acquisition interface, sensors, software, and documentation. It provided the teacher and students with a general-purpose linkage between physical processes and the microcomputer and is comparable to the tools routinely employed in industry. The prototype system was tested for an entire school year in a local secondary school. An overview of the technical design and benefits of EDAS is provided along with a description of how the evaluation was performed. (EDAS was tested in a total of 19 different experiments where some class sections were taught using EDAS and other sections were taught using traditional methods.) The evaluation results confirm that EDAS is a powerful tool that can improve learning in crucial ways. (28 references) (Author/GL)

ED 314 077 IR 053 011

Griffiths, Jose-Marie; King, Donald W.
Library Systems in New York State. Summary.
King Research, Inc., Rockville, Md.
SPONS. AGENCY- New York State Education Dept., Albany. Div. of Library Development.
PUB DATE- 89
NOTE- 52p.; For the complete report, see ED 309 783.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Elementary Secondary Education; Higher Education; Interviews; Learning Resources Centers; *Library Networks; Library Research; *Library Services; Library Surveys; Operations Research; *Public Libraries; *School Libraries; Shared Resources and Services; State Aid; State Programs; Users (Information)
IDENTIFIERS- *New York

This summary of the final report of a statewide study of library systems in New York State begins by providing background information on the library systems and changes that have occurred since the last system study was conducted in 1967. The methodology of the current study is then described, and the mission and services of library systems identified by the study are discussed under five headings: (1) Enhancement of Library Services; (2) Performance of Library Operational Functions; (3) Direct Services to Users; (4) Support of Library Development; and (5) Enhancement of Cooperation and Communications. Basic library system services are outlined for public library systems (PLS), reference and research library resources systems (RRLRS), and school library systems (SLS). Findings on intersystem relationships and cooperation are also reported, as well as the governance of library systems, library system funding, and state-level responsibility. The major conclusions of the study are presented under the headings of the Role of Library Systems in New York State, Performance of Library Systems, Economies of Scale of Library Systems, Gaps in Services and Funding, Balancing Local Autonomy and Accountability, and The Need for Continued Cooperation. The report concludes by listing the study's major recommendations in the areas of library system services, structure and intersystem relationships, governance, funding, measurement, and state-level responsibility. (SD)

ED 314 131 JC 900 062

Livieratos, Barbara B.
Survey Sheds Light on Continuing Education Enrollees. Research Report Number 59.
Howard Community Coll., Columbia, Md.

PUB DATE- May 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Community Colleges; Comparative Analysis; *Continuing Education; *Course Selection (Students); Minority Groups; Peer Institutions; State Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Howard Community College MD; *Maryland

In 1989, under the auspices of the State Board for Community Colleges, a survey was conducted of continuing education (CE) students enrolled during fiscal year (FY) 1987 at community colleges throughout Maryland. At Howard Community College (HCC), a sample of the 8,047 students enrolled in state-funded CE courses was surveyed regarding the types of courses in which they were registered, their goals, and their personal characteristics. A total of 533 students responded to the survey, reflecting an adjusted response rate of 46% and representing 6% of the individuals who actually took CE courses in FY87. Study findings included the following: (1) the largest single category of courses taken by respondents were vocational/technical (42%), followed by health care (13%), other (12%), general education (11%), and consumer education (8%); (2) 42% of the respondents had career-related goals, 30% planned to update their skills, and 10% were preparing for a new career; (3) the majority of the respondents said that their goal for taking a course had been achieved, and 80% of the respondents gave high ratings to the quality of instruction; (4) at HCC, minority students represented 13% of the CE students, a higher proportion than at other mid-sized community colleges (peer colleges) at community colleges statewide (10%); (5) HCC's CE respondents were considerably younger than those in the rest of the state, even though the respondents were actually older than the average HCC CE enrollee; and (6) 46% of HCC survey respondents were college graduates, compared with 18% at peer colleges and 29% in the rest of the state. (JMC)

ED 314 188 PS 018 510

Hollenbeck, Albert R.; And Others

Nurses Behave Differentially to Neonates in Terms of Their True Gender Compared to Their Ascribed Gender.

SPONS. AGENCY- George Mason Univ., Fairfax, Va.; National Inst. of Mental Health (DHHS), Rockville, Md.

PUB DATE- Jul 89

NOTE- 9p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (Jyvaskyla, Finland, July, 1989).

GRANT- NIMH-1-R-03-MH-38104-01A2

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Behavior Patterns; *Labeling (of Persons); *Neonates; *Nurses; Parent Child Relationship; *Responses; *Sex Bias; Sex Role; Socialization

IDENTIFIERS- *Response Patterns

Response patterns of 24 female nurses to 2-day-old neonates who had been arbitrarily labeled male or female were studied. A total of 17 reliable behaviors of nurses were scored from videotapes of nurse-infant interaction. Nurses responded differentially to neonates based on true gender rather than ascribed gender. Nurses held boys more by their torso and girls more on their laps, and used more nonvocal sounds with boys than with girls. Nurses' responses to neonates who were arbitrarily labeled for gender were inconsistent. It is concluded that these findings have implications for gender role socialization theories that incorporate differential treatment as an explanation for later gender differences. (Author/RH)

ED 314 217 PS 018 601

Growing Up Drug Free: A Parent's Guide to Prevention.

Department of Education, Washington, DC.

PUB DATE- 89
NOTE- 67p.; Colored borders, drawings, and photos, and text printed on tinted paper may not film well.
AVAILABLE FROM- Growing Up Drug Free, Pueblo, CO 81009; National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20852; or call Department of Education, 1-800-624-0100 (1-301-732-3627 in the Washington, DC area).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; Community Involvement; *Drug Abuse; Drug Education; Drug Use; Educational Resources; Family School Relationship; Guidelines; Human Resources; Identification; *Learning Activities; *Parent Participation; *Parent Responsibility; *Parent Role; *Prevention
IDENTIFIERS- *Drugs

This handbook of information designed to help parents keep their children drug free outlines what children should know about drugs and suggests family activities to reinforce children's motivation to avoid drugs, including alcohol. The initial section provides general guidelines for talking with children about addictive substances. Discussion focuses on teaching values, setting and enforcing rules against the use of drugs, getting the facts about drugs, and talking with and listening to one's child. A quiz, with answers, supplements the discussion. The handbook lists ways parents can make their messages about drugs more effective for children at the age levels of preschool, kindergarten-grade 3, grades 4-6, grades 7-9, and grades 10-12. Specifications of what children should know at various ages and suggested activities for each age level are included. Additional information is provided on what to do if one's child is using drugs, ways to get involved in drug prevention programs, parents' role in making prevention programs work, and specific drugs and their effects. Alcohol, tobacco, cannabis, inhalants, cocaine, stimulants, depressants, hallucinogens, narcotics, designer drugs, and anabolic steroids are discussed. Concluding sections list resources for additional help and information. The text is illustrated with children's crayon drawings and color photographs. (RH)

ED 313 921 FL 800 030

Alvarez, Manuel, Ed.; Zetino, Alfredo, Ed.
Student Magazine of the ESL Classes of the International Ladies' Garment Workers' Union (ILGWU).
International Ladies' Garment Workers Union, New York, NY.
PUB DATE- 89
NOTE- 123p.; Drawings will not reproduce well.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Creative Writing; *English (Second Language); Expository Writing; *Fashion Industry; Immigrants; *Labor Education; *Literacy Education; Personal Narratives; Poetry; *Student Developed Materials; *Student Publications; Unions
IDENTIFIERS- *International Ladies Garment Workers Union

This student magazine created by the English-as-a-Second-Language (ESL) classes of the International Ladies' Garment Workers' Union (ILGWU) is a collection of personal opinions, reports, and creative writing with illustrations. Each item was written as a voluntary collaboration, homework, or classwork. Items include poems, letters, accounts of personal experiences, reports of field trips, essays about native countries, word search games, personal narratives, and expressions of opinion. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 314 063 IR 052 994

Rollins, Gene; And Others
The Quiet Crisis. Funding for Materials in Texas Academic Libraries.
Texas Library Association.
PUB DATE- 1 May 89
NOTE- 69p.; Figures and appended tables will not reproduce legibly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Financial Support; Higher Education; *Library Acquisition; Library Collection Development; *Library Expenditures; Library Materials; Library Surveys; Periodicals; Tables (Data); *User Needs (Information)
IDENTIFIERS- Serials Cancellation; *Texas

A survey was sent out in the fall of 1988 to all 4-year college and university libraries in Texas; the overall response rate was 77%. The purpose of the survey was to: (1) compare funding patterns in state and private institutions; (2) compare appropriation increases with rising costs for books and journals; and (3) determine whether academic libraries in Texas have the funds necessary to meet the needs of their faculty and students. Survey results document that most of the libraries at both public and private institutions of higher education are in distress. Support for the acquisition of books and journals has not been sufficient to adequately keep pace with the costs of the increasingly expensive information resources and expanding enrollments. The vast majority of academic libraries are either in the process of or have recently completed extensive serials cancellation projects; at one state institution, alone, over 11,000 journals were cut over a two-year period. Results also indicate that since fiscal year 1986, funding has not kept pace with inflation, and that the funding situation appears to be worsening. Over half of the report is composed of appendices that present the data in 26 tables and 10 graphs. (SD)

ED 314 203 PS 018 530

LeBailly, Susan A.; And Others
Parental Compliance with Childhood Injury Prevention Strategies.
American Academy of Pediatrics, Evanston, Ill.
SPONS. AGENCY- Centers for Disease Control (DHHS/PHS), Atlanta, GA.
PUB DATE- 16 Nov 88
NOTE- 22p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).
GRANT- R49/CCR5
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Equipment Utilization; Family Characteristics; *Family Environment; *Injuries; Inner City; Instruction; *Parent Attitudes; Safety; *Safety Equipment; Suburbs
IDENTIFIERS- *Home Safety Audits; *Household Risks; Physician Counseling

Preliminary data from a study documenting parental perceptions of injuries and steps taken by inner-city and suburban parents to make their homes safe are reported. Participants were 407 families with children under 5 years old. Families were provided one of the following interventions: (1) a well child visit; (2) safety equipment (3) physician counseling about injury prevention; or (4) physician counseling and safety equipment. Physician counseling involved materials designed by the American Academy of Pediatrics. Safety equipment included a car seat, outlet covers, cabinet latches, syrup of ipecac, a stair gate, window guards, a smoke detector, fire extinguisher, and a hot water gauge. About 6 months after the intervention, project staff conducted home safety audits and in-depth interviews with parents. The home safety audit concerning 178 of the 407 families is discussed. Families were about equally divided between inner-city and suburban sites. Data revealed that inner-city children faced a greater risk than suburban children for injuries. Data showed inconsistency in suburban families' approaches to safety. Inner-city parents were very concerned about their children's safety, had taken safety measures that they felt were appropriate, faced situational constraints on the use of equipment, and held attitudes discouraging safety equipment use. (RH)

ED 313 906 FL 018 259

Language and Cultural Minorities Resource Catalog.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 88
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Acculturation; *Bilingual Education; Cambodians; Chinese; Civil Rights; *Cultural Traits; *English (Second Language); French; German; Health Education; *Immigrants; Instructional Materials; Korean; Land Settlement; Lao; *Limited English Speaking; *Minority Groups; Multicultural Education; Refugees; Spanish; Tagalog; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- Afghans; Europe (East); Maine; Native Americans; Southeast Asians

The revised edition of the resource catalog lists nearly 1,000 print and non-print materials for use in Maine schools where close to 7,000 children of linguistic minorities are enrolled. There are 19 sections on these groups or topics: Afghan, Asian and refugee, bilingual education, Chinese, civil rights, Eastern Europe, English as a Second Language, French, German, Hmong, Khmer, Korean, Lao, multicultural education, native Americans, Pilipino/Tagalog,

Spanish, testing and assessment, and Vietnamese. Each resource listed is recommended for use with different groups, including parents and community, teachers, administrators, or students at the elementary, middle/junior high, and secondary levels. Some resources focus on instructional methods and techniques; others provide cultural information, research findings, and other materials for classroom use. All materials are available free of charge, some by loan. Request forms are appended. (MSE)

ED 313 952 HE 023 057

Newman, James F.
The Development of a Course in Financial Statement Analysis for the Dowling College M.B.A. Program. Curriculum and Program Planning.
PUB DATE- Jan 86
NOTE- 44p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration Education; Course Content; *Curriculum Development; Educational Development; *Educational Planning; *Finance Occupations; Graduate Study; Higher Education; Professional Education
IDENTIFIERS- *Dowling College NY; *Financial Analysis

In the development of a course in financial statement analysis, the following procedures were implemented: analysis of new accounting pronouncements, new textbooks, and articles on the topic of financial statement analysis; establishment of goals and objectives for the course; and selection of text and content of the course. The course was proposed through the proper channels and approved at all levels to be offered as part of the M.B.A program, meeting such goals and objectives as: preparing students for careers in finance; fostering clear and critical thinking; and providing students with the understanding and knowledge to properly interpret financial statements. A major recommendation in conjunction with the introduction of the course was that other finance oriented courses be introduced as quickly as possible. It was also recommended that the new course be available to students as quickly as possible and that any discussions and/or correspondence with persons in the business community include the information about the course. Two appendices are the Dowling College new course proposal form and the new course proposal for financial statement analysis. Contains 16 references and a bibliography with 31 entries. (SM)

ED 313 965 HE 023 070

Townsend, Barbara K.

Doctoral Study in Programs of Higher Education: Overviews and Prospects. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Administrators; *College Administration; College Planning; Doctoral Degrees; *Doctoral Programs; Graduate Study; Higher Education; *Outcomes of Education; *Postsecondary Education as a Field of Study; School Business Officials

IDENTIFIERS- *ASHE Annual Meeting

An overview of the nature and content of doctoral study in higher education is presented, focusing on an analysis of the literature indicating potential outcomes of these programs. The type of training for academic administrators and the significance of this training for degree recipients and for colleges and universities are examined. The study questions whether it is feasible to expect that graduates of these programs are more prepared for administration or behave differently than administrators who have not completed these programs. The nature and content of doctoral study in higher education is not well understood by individuals unacquainted with higher education programs. An examination of the literature indicates: (1) discussion about the knowledge base in the field of higher education dominates the literature; (2) the skills most emphasized are those emphasized in graduate programs generally (research and writing skills); and (3) the outcome of conceptual competence has received the most attention. Lack of agreement about programmatic purposes affects the ability to higher education programs to evaluate themselves and develop evidence of their effectiveness. The effectiveness of program graduates and programs cannot be fully assessed until there is a better understanding of what knowledge and skills are needed in university and college administration. Not all faculty members are uniformly committed to the programmatic purpose of preparing administrators, and this is a hinderance to assessing the effectiveness of graduates. Contains 59 references. (SM)

ED 313 978 HE 023 083

Plascak-Craig, Faye D.; Bean, John P.
Education Faculty Job Satisfaction in Major Research Universities. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); College Administration; *College Faculty; Compensation (Remuneration); Decision Making; Higher Education; *Job Satisfaction; Peer Evaluation; Peer Relationship; Salaries; Sex Differences; Teacher Attitudes; Tenure; *Work Attitudes
IDENTIFIERS- *ASHE Annual Meeting

The study attempted to: (1) identify predictors of global job satisfaction in university faculty members; (2) determine the relative importance of each predictor and its overall ability to predict global job satisfaction; (3) determine if the value appraisal model, developed for this study, is more accurate than more conventional predictive models; and (4) determine the effects of gender, tenure status, and rank on global job satisfaction. Surveys from 265 faculty members at eight midwestern institutions with schools of education were analyzed. Analysis indicated that a significant proportion of global affective response to faculty work was predicted by the autonomous and creative nature of academic work itself, perceptions of participation in administrative decision making, perceptions of the fairness of administrative evaluation, perceived esteem by peers in the university community, and financial compensation. There were no main effect or interaction differences in job satisfaction by tenure, gender, or rank. The model used compared favorably to the other models (need fulfillment, sum-of-facets satsifaction, and absolute discrepancies between needs and desires). Seven recommendations include: reduce the number of committees; make peer evaluation equitable; and ensure that salaries and fringe benefits keep pace with inflation. Tables are included. Contains 41 references. (SM)

ED 314 021 IR 014 096

Wright, Pegeen M.; Scelza, Carol N.
Educational Technology in New Jersey: A Plan for Action.
New Jersey State Dept. of Education, Trenton.

PUB DATE- May 86
NOTE- 65p.; Document cover will not reproduce clearly due to shaded background.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrators; *Computer Assisted Instruction; *Educational Needs; *Educational Planning; *Educational Technology; *Educational Television; Elementary Secondary Education; Equal Education; Faculty Development; Services; Statewide Planning; Technological Advancement
IDENTIFIERS- *New Jersey Department of Education

Addressed to local school district policy makers, this plan reflects the State of New Jersey Department of Education's continuing effort to respond to the educational technology needs identified by the state's school districts. The purpose of the plan is to describe the department's role in assisting all districts in the development of policies, practices, and programs to increase and extend student learning through the use of educational computing and instructional television. The plan is divided into four major sections: (1) a summary of the rationale for technology use in the classroom as identified on a national and statewide level; (2) a brief review of current practices and research on the instructional uses of computers in education, computer equity, instructional television, and emerging technologies; (3) a discussion of existing technology-related services provided by the New Jersey Department of Education; and (4) a statement of department objectives and strategies for improving technology use in New Jersey schools. Two appendixes include a list of suggested readings on policy and research in the use of various forms of educational technology, and a list of the available resources in New Jersey. (55 references) (GL)

ED 314 049 IR 052 971

Outreach Services.
New York State Library, Albany.
PUB DATE- 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bookmobiles; Educationally Disadvantaged; Ethnic Groups; Hearing Impairments; Institutionalized Persons; *Library Extension; Library Services; Older Adults; *Outreach Programs; Physical Disabilities; *Public Libraries; *Special Programs; *State Aid; Unemployment; *User Needs (Information); Visual Impairments; Volunteers

The 17 articles in this theme issue focus on public library system outreach in the state of New York. Individual articles are: (1) "New York's Population: Change Is Permanent" (Robert Scardamalia); (2) "Special Library Needs of Children and Young Adults in the Decade of the Child and Beyond" (Maureen O. Ferrell); (3) "Bookmobiles Reach Out to People" (Julie Wever and Leona Salzman); (4) "'Lively Minds': The Traveling Library Learning Program" (Dorothy Puryear); (5) "Library Services to the City's Homeless" (Mario M. Gonzalez and Harriet Gottfried); (6) "Crisis at the Border: Meeting the Needs of Political Refugees in Upper New York State" (Stanley A. Ransom); (7) "Library Literacy Programs in Rochester--A Cooperative Approach" (Mary Gleason); (8) "The Regional Learning Service and Educational Brokering: A Continuing Experiment in Freeing Up Lives" (Jean Kordalewski); (9) "Senior Citizens Help the Visually and Physically Impaired" (Lawrence Zimmer); (10) "Native American Library Services" (Margaret Jacobs, Ethel E. Bray, and Ramona Charles); (11) "Library Volunteers, a Growing Phenomenon" (Martin Lewin); (12) "Breaking Silence--Reaching Out to Persons Who Are Deaf and Hearing Impaired" (Pauline Lewis); (13) "Long Island Sounds: Reaching Out to the Disabled in Suffolk County" (Julie Klauber); (14) "Independent Living Centers and the Public Library" (Sara Dallas); (15) "Advisory Committees: Making Them Work" (Carol L. Sheffer); (16) "On the Road Again: Circuit Rider Service to Rural Hospitals" (Bridget Doyle); and (17) "Tales of the Humanities Series: Another Dimension of Outreach" (Abby Zito). The Regents Advisory Council on Libraries Report to the Board of Regents Cultural Education Committee of May 19, 1988, and information on the New York State Library conclude this issue. A foreword by Joseph F. Shubert and an introduction by Stanley A. Ransom are also included. (SD)

ED 314 092 IR 053 043

Schwerdt, Peter
Mass Deacidification Procedures for Libraries and Archives: State of Development and Perspectives for Implementation in the Federal Republic of Germany.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Sep 89
NOTE- 11p.; For a related report, see IR 053 031, and IR 053 042-044.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *International Cooperation; *Library Cooperation; Library Expenditures; *Library Services; *Paper (Material); *Preservation; Program Descriptions; Technological Advancement
IDENTIFIERS- *Paper Deacidification; *West Germany

Translated from its original German because of the great interest in mass deacidification in the United States, this report summarizes a substantial study of deacidification techniques conducted for the West German Library by the Battelle Institute. It begins with a summary of the findings of the study, which is followed by discussions of: (1) The Problem of "Acidic Books"; (2)

The Development of Paper Production; (3) Aging Processes of Paper; (4) Approaches to Solutions (transfer onto microfilm and preservation in the original form); (5) Preservation of Large Numbers of Books through Mass Deacidification Procedures (the American diethyl zinc (DEZ) process, the Wei T'o magnesium carbonate process, the French magnesium methyl carbonate process, and others); and (6) Prospects for the Implementation of Mass Deacidification in the Federal Republic of Germany. Information on the availability of the full report in German is included. (8 references) (SD)

ED 314 230 RC 017 347

Helge, Doris; Marrs, Lawrence W.
Personnel Recruitment and Retention in Rural America.
American Council on Rural Special Education (ACRES), Murray, KY.
PUB DATE- May 81
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Faculty Recruitment; *Personnel Management; Rural Areas; *Rural Schools; School Administration; School Districts; *Special Education Teachers; Teacher Motivation; Teacher Orientation; *Teacher Persistence; Teacher Recruitment

Recruitment and retention of special education teachers and related services staff have been persistent problems of rural school districts nationwide. High teacher attrition rates have serious ramifications for personnel development and program stability. Effective recruitment strategies for rural areas have four main components: (1) emphasis on qualities of rural schools and communities that reinforce intrinsic motivations and meet teachers' social, self-esteem, and self-actualization needs; (2) appeal to persons with lifestyles, interests, and attitudes consistent with local cultural norms; (3) use of individualized "hot buttons," such as advertising the rural lifestyle as an escape from urban problems or using the "Peace Corps" approach; and (4) "selling" the school district through creative marketing techniques. Teachers who stay in a rural area typically have goals, mores, expectations, and lifestyles similar to those of local residents. Thus, the school district must develop means of helping new staff to acclimate. Teacher orientation could involve pairing with an experienced teacher or with another staff person who has successfully relocated. Other effective retention strategies are:. (1) involving newcomers in community-related activities; (2) faculty exchange programs; (3) inservice incentive systems; (4) special challenges or assignments; (5) merit increases or other approaches to recognize extraordinary performance; and (6) stress reduction activities. Regional interagency systems for recruiting and retaining rural educators are needed to provide educational forecasting and needs assessment, communication networking, and links to universities. (SV)

ED 314 245 SE 051 083

Curcio, Frances R.
Developing Graph Comprehension. Elementary and Middle School Activities.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-277-5
PUB DATE- 89
NOTE- 85p.
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 ($11.50 less 20% for 10 or more copies).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Comprehension; Data Analysis; Data Interpretation; Elementary Education; *Elementary School Mathematics; *Graphs; *Learning Activities; Mathematical Concepts; Mathematics Education; *Mathematics Materials; *Mathematics Skills; Mathematics Tests

This book provides elementary and middle school teachers with practical ideas on the use and teaching of graphs. Five sections consist of: (1) "Graphs--What Are They and How Are They Used?"; (2) "Levels of Graph Comprehension"; (3) "Collecting, Organizing, and Analyzing Data"; (4) "Constructing, Interpreting, and Writing about Graphs"; and (5) "Classroom Activities" (25 activities). The topic, graph form, grade level, graph title, objectives, vocabulary, materials, procedure, questions for discussion, and writing and reading are described for each of the activities. Lists of references, software, and a selected bibliography are provided. A list of graph topics appropriate for grade levels, worksheets, data collection sheets, and supplemental activities are appended. (YP)

ED 314 261 SE 051 119

Stonebarger, Bill
Climate, Weather and People: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-008-3
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Climate; Elementary Secondary Education; Environmental Influences; *Instructional Materials; *Meteorology; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology; Weather

Violent weather has always played an important part in human history. It is only in recent times that much of the underlying cause of weather has been understood. The discussion in this booklet considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters related to the concepts of climate and meteorology, a time line related to the concepts, a map of the important geography related to the concepts a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 277 SE 051 135

Knaus, Andy; And Others

Waste. Choices for Communities.

Concern, Inc., Washington, DC.
SPONS. AGENCY- George Gund Foundation, Cleveland, Ohio.; William Bingham Foundation, Cleveland, Ohio.
REPORT NO.- ISBN-0-937345-05-9
PUB DATE- Sep 88
NOTE- 36p.; For related document, see SE 051 134. Photographs may not reproduce well.
AVAILABLE FROM- CONCERN, Inc., 1794 Columbia Road, N.W., Washington, DC ($3.00 single copy, contact for quantity prices).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Conservation (Environment); *Environmental Education; Hazardous Materials; *Legislation; *Pollution; *Recycling; *Solid Wastes; *Waste Disposal; Wastes

The purpose of this booklet is to provide an introduction to the many complex issues of waste management in the United States. It is designed to raise public awareness of the serious impact of current waste generation and disposal practices and to promote alternatives. It encourages citizens to involve themselves in decisions about the way waste is managed in their communities and promotes the adoption of integrated systems designed specifically for their local needs. Discussed are: (1) the definition of waste; (2) human health and environmental effects; (3) costs to communities; (4) waste management; (5) legislation; (6) exemplary programs; and (7) action guidelines. Listings include over 100 information sources, 25 selected readings, and 35 references. (CW)

ED 314 292 SO 019 662

Tamborlini, Alfredo
Civic Education in Professional Training
PUB DATE- Oct 88
NOTE- 46p.; Paper presented at International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988). The chart (in Italian) contains light broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Design; *Educational Change; Elementary Secondary Education; Foreign Countries; Program Design; Program Proposals
IDENTIFIERS- *Italy

This paper discusses curriculum reform in Italy. Teachers should offer a global approach to education while teaching civic education to students. Referred to as "making culture," civic education should contain content that satisfies the criteria of validity, significance, interest, and student learning. Schools should create new curriculum goals, objectives and programs, and evaluate the programs. A regional training proposal for Italian teachers is included that gives the goals and objectives for the legal, economic, and socio-political aspects of civic education. The four cycles for this program are humanization, socialization, personalization, and the socio-political engagement. The document also includes: (1) the training objectives and didactic contents of the program including curriculum guidelines for using newspapers in the classroom; and (2) a teacher's guide. (DJC)

ED 313 922 FL 800 032

Nunez, Ignacio, Ed.
ILGWU Students on the Move.
International Ladies' Garment Workers Union, New York, NY.
PUB DATE- 89
NOTE- 98p.; Numerous photogrsphs and drawings will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Creative Writing; Cultural Traits; *English (Second Language); Expository Writing; *Fashion Industry; Foreign Countries; Labor Education; *Literacy Education; Personal Narratives; Poetry; Student Attitudes; *Student Developed Materials; *Student Publications; Unions
IDENTIFIERS- *International Ladies Garment Workers Union; *Workplace Literacy

This magazine, created by local units of the International Ladies' Garment Workers' Union (ILGWU) through its Worker-Family Education Program, is a collection of personal opinions, reports, and creative writing with illustrations. Articles include: an interview with a fellow union member; statements on aspects of the culture of native countries; stories and dialogues; personal narratives and accounts of experiences; poems; a greeting translated into a variety of languages; and several brief essays. Some of the personal narratives are written in the students' native languages. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 937 HE 022 872

Twale, Darla

Student Development, Part I. Student Activities: A Critical Link to the Educational Mission.

PUB DATE- Nov 88

NOTE- 6p.; For related documents, see HE 022 873-874.

AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh St., Bloomington, IN 47405 ($4.00 microfiche).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)

DESCRIPTORS- *College Environment; *College Role; *Extracurricular Activities; Higher Education; Policy Formation; Role Models; School Policy; *Student Development; *Student Personnel Services; *Student Unions

The significance of student activities in student development is taken for granted even though activities represent the core of institutional efforts to foster student development. In many ways, student activities may be the most critical link with the educational mission of the institution. Attention must be paid to the quality of opportunities offered to students, the physical location or accessibility of student activities offices and staff, and the quality of role modeling on the part of students and staff at college unions. These objectives can be used to guide programming policy formation. 17 references. (Author/MSE)

ED 313 992 HE 023 099

Leslie, Larry L.; And Others
Progress Report on the National Donor Data Base Project. ASHE Annual Meeting Paper.
SPONS. AGENCY- Council for Advancement and Support of Education, Washington, D.C.; Indiana Univ.-Purdue Univ., Indianapolis. Center for Philanthropy.
PUB DATE- Nov 89

NOTE- 57p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989). Tables at the end of the document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; *Database Design; Databases; *Donors; Educational Finance; Financial Support; *Fund Raising; Higher Education; Information Sources; National Surveys; Questionnaires
IDENTIFIERS- *ASHE Annual Meeting; National Donor Data Base Project

A progress report on the Center for the Study of Higher Education (CASE) National Donor Data Base Project is presented. The project, which began in June 1987, has proceeded in several phases: (1) data base design; (2) acquisition of data from participating institutions; (3) development of software to load each institution's data into the donor data base; (4) development of a questionnaire to capture data items not available in the data files; and (5) production of preliminary results from the aggregate of all institutions in the file. The CASE Donor Data Base is valuable for many useful research studies because: it is the only extant source of donor data with a nationwide scope; data are available for all large donors at many institutions; a study of the giving behavior of donors/alumni in the institution's home state can be compared with that of similar individuals residing in surrounding states or states more remote than surrounding ones; and it is possible to compare the magnitude of giving for individuals receiving the bachelor's degree with those receiving professional or other advanced degrees. Seven appendices provide information on: variables in institutional files; software vendors sending materials in response to the letter of inquiry; institutions expressing an interest in CASE donor data base project but not participating; on missing data percentages for key variables, institutions A-E; percentage of records containing valid values for combinations of variables; and data base preliminary results. The survey form itself is also appended. (SM)

ED 314 006 HE 023 119

Student Athletes. Most Schools Meet Proposed Academic Performance Reporting Requirements. United States General Accounting Office Briefing Report to the Chairman, Committee on Labor and Human Resources, U.S. Senate.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-89-157BR
PUB DATE- Sep 89
NOTE- 34p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free, additional copies $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Athletes; *College Athletics; College Students; Educational Attainment; Grades (Scholastic); Graduation; Higher Education; Legislation; Student Characteristics
IDENTIFIERS- *Student Athlete Right To Know

The report presents information on academic performance and other issues related to student athletes. It was written to aid the chairman of the Committee on Labor and Human Relations in preparation for a hearing on Senate Bill 580, the Student Athlete Right-to-Know Act. Specifically, the document examines: (1) the reporting burden the proposed legislation would impose on schools; and (2) the graduation rates of student athletes in men's basketball and football as compared to all students at the National Collegiate Athletic Association's member schools. The five appendices, which make up the bulk of the document, provide information on: objective, scope, and methodology involved in gathering the report data; technical description of the General Accounting Office's (GAO's) survey and sampling methodology; data on student athletes (most schools meet information requirements of the proposed Student Athletes Right-to-Know Act); major contributors to the report; and related GAO products. Tables and figures include: key variables required by the legislation; staff days needed to design a collection and reporting system; reporting requirements of the Student Athlete Right-to-Know Act; and the GAO sampling plan. (SM)

ED 314 036 IR 014 124

Aranov, Mildred
Filing Basics: A Computer-Assisted Instruction Program for Library Student Assistants in New York Institute of Technology.
PUB DATE- 11 Jun 89
NOTE- 259p.; Masters Thesis, New York Institute of Technology. Appendix I, Screen Designs, will not reproduce.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Computer Assisted Instruction; Courseware; *Filing; Formative Evaluation; Higher Education; Instructional Design; *Instructional Development; *Instructional Material Evaluation; Instructional Materials; Library Technicians; Questionnaires; Summative Evaluation; Training
IDENTIFIERS- Student Assistants

A computer assisted instructional program was developed for teaching the rules of filing to library student assistants in the New York Institute of Technology. The procedure used in developing the program was based upon the Interservice Model of Instructional Systems Design (ISD) developed at Florida State University. The first of seven chapters in the report provides an introduction to the project (including background, a statement of the problem, a description of the project's purpose, and an overview of methods and procedures employed). The next five chapters describe activities at each stage of the development process: analysis, design, development, implementation, and evaluation. The final chapter includes a summary and recommendations. The 12 appendixes, which constitute more than half of the report, include the pre- and posttests, personal data and summative reaction questionnaires, the task analysis, a skills and interests questionnaire, project PERT and Gantt charts, screen design prototypes, and a user's guide. Tables and figures appear throughout. Field test data are also included. (26 references) (GL)

ED 314 118 JC 900 034

Moss, Judith
S.I.Q. (Student Information Questionnaire): A Survey of Student Characteristics. Fall 1988 District Summary.
San Francisco Community Coll. District, Calif.
PUB DATE- 89
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Enrollment; *Enrollment Trends; Ethnic Groups; Multicampus Districts; Noncredit Courses; Questionnaires; *School Demography; School Statistics; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *San Francisco Community College District CA

As part of the strategic planning efforts of the San Francisco Community College District (SFCCD), the student population of the City College of San Francisco (CCSF) and day and evening students attending the district's Community College Centers (CCC) were surveyed. The survey solicited information on students' major, sex, age, race, citizenship, veteran status, transportation, residence, highest degree obtained, college choice, educational goal, course load, previous CCSF attendance, educational plans, employment status, intended use of student services, rating of instruction, and family income. Of the 59,293 students enrolled in the SFCCD in fall 1988, 25,657 were enrolled in credit programs at CCSF and 33,636 were enrolled in non-credit courses and programs at CCC. Study findings about these students included the following: (1) for every 100 male students in the SFCCD, there were about 135 female students; (2) 4.8% of the students identified themselves as gay or lesbian; (3) the typical district student was 30 years old, with 57% between the ages of 21 and 44; (4) 73% of the students were members of an ethnic minority, including 30.7% Chinese, 16.5% Hispanic, and 8.2% Black; (5) 12.2% of the students already had a baccalaureate degree or higher, and an additional 7.1% had a community college degree; (6) 21.1% listed transferring to a four-year school as an educational goal, while 17.7 wanted to learn or improve their English language skills and 20.2% attended out of personal interest; (7) 36% worked full-time; (8) the median household income was $13,300, and 25% of all district students had household incomes of less than $5,000; and (9) program planning, job placement, and career counseling were the most desired student services, though one in three CCC students did not feel that they needed any special student services. The survey instrument is included. (WJT)

ED 314 132 JC 900 064

Fiscal Year 1989 Unit Cost Report for the Public Community Colleges of Illinois.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 90
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Salaries; School District Spending; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Fiscal year (FY) 1989 results of the annual unit cost study of the Illinois public community colleges are presented in this report, based on data on course offerings, enrollments, and costs provided by the colleges. After an initial summary overview, data and analyses are presented showing net instructional unit costs for FY 1989 compared with previous years; net instructional unit cost, full instructional unit cost, and total instructional unit cost; net instructional unit cost by cost categories; indirect instructional support unit cost; net instructional unit cost by the seven instructional cost categories and by subject area; and unit cost comparisons. Highlighted findings included the following: (1) in FY 1989, the state average net instructional unit cost for the 39 community college districts in Illinois was $110.53, an increase of 6.4% from FY 1988; (2) state averages for the cost categories comprising instructional costs were $42.18 for direct salaries, $8.46 for direct department cost, $1.15 for direct equipment cost, $43.16 for allocated indirect cost, $15.06 for operation and maintenance, and $0.53 for building rental; (3) state averages for support services included $10.07 for academic administration and planning, $4.54 for learning resources, $9.49 for student services, $3.25 for administrative data processing, $7.58 for general administration, $0.58 for auxiliary services, and $7.66 for general institutional cost; and (4) average unit costs ranged from a high of $171.07 for Health Occupational programs to a low of $75.31 for Adult Basic Education/Adult Secondary Education. (WJT)

ED 314 145 JC 900 078

McConochie, Daniel D.
Graduation/Transfer Rates by Program for First Time Full Time Students and Graduation Rates for Middle States Annual Report Status of Three Years Later of 85 FTFT Freshmen (by Race).
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- 31 Jan 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; College Transfer Students; Community Colleges; *Educational Attainment; Enrollment; Followup Studies; *Full Time Students; Longitudinal Studies; Two Year Colleges; White Students

These two reports provide data tables based on two studies conducted by the Maryland State Board for Community Colleges: a 1989 follow-up study of the status of fall 1982, 1983, and 1984 first-/full-time students after four years of community college enrollment, and a three-year follow-up of first-/full-time students who entered in 1985. The tables show the status of the students 3 to 4 years after entry in terms of the numbers and percentages of students who transferred to an in-state college with or without an associate of arts (AA) degree or certificate; obtained a degree or certificate but did not transfer; and were still enrolled. Total graduation and retention rates are also shown by college. For the 1985 cohort, percentages are included by race. Highlights of the study include: (1) among 1985 entrants, by 1988, 16% had transferred in Maryland without an AA, 6% had transferred in state with an AA, 15% were still enrolled, and 15% had graduated; (2) among the same group, equal percentages (14%) of blacks and whites were still enrolled three years later, however, 20% of the whites had graduated compared to 6% of the blacks; (3) among 1984 entrants, four years later, 16% had transferred in Maryland without an AA, 8% with an AA, 8% were still enrolled, and 19% had graduated; (4) among 1983 entrants, in 1987, 15% had transferred in Maryland without an AA, 7% with an AA, 8% were still enrolled, and 18% had graduated; and (5) among 1982 entrants, 4 years later, 15% transferred in Maryland without an AA, 7% with an AA, 8% were still enrolled, and 20% had graduated. (WJT)

ED 314 159 PS 018 441

Children and Guns. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 15 Jun 89

NOTE- 191p.; Some contributed materials contain small or broken print, graphs, and charts and will not reproduce clearly.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06605-9, $5.50).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Accidents; *Community Problems; *Crime; Federal Government; Federal Regulation; Juvenile Gangs; Manufacturing Industry; Public Policy; Social Responsibility; *Violence; *Youth

IDENTIFIERS- Congress 101st; *Firearms; *Gun Control; Research Results

Law enforcement officials, experts in public health, criminologists, educators, and youth offered testimony intended to help Congress understand the scope of the threat of guns and firearm violence to young people and the strains of the firearm problem on public and community services. A fact sheet points out that: (1) increasing numbers of youth are killed by firearms; (2) guns in the home are more likely to be used to kill residents than guns of intruders; (3) guns, mostly handguns, are used in the majority of youth homicides; (4) guns are used in most youth suicides; (5) youth bring guns to school with increasing frequency; (6) gunshot injuries of children are increasing and burdening the health care system; and (7) firearms are more deadly than other weapons in assaults and suicides. The report provides data tables on trends in firearm violence among the young and firearm production by U.S. manufacturers 1973-85, and a paper by Gary Kleck, "Policy Lessons from Recent Gun Control Research." (RH)

ED 314 174 PS 018 483

Pancrazio, Sally B.
Prekindergarten Programs for Children At Risk of Academic Failure. Illinois School Improvement Update Series. Progress Report.
Illinois State Board of Education, Springfield.

PUB DATE- May 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Failure; *At Risk Persons; Compensatory Education; Disadvantaged Youth; Preschool Children; *Preschool Education; Program Evaluation; Public Policy; *School Readiness;

*State Programs; *Student Characteristics; Tables (Data)
IDENTIFIERS- Illinois; *Program Characteristics; *State Regulation

This report reviews prekindergarten programs in fiscal years 1987-88 in Illinois, where an estimated 112,000 children of 3-4 years of age are at risk of academic failure. Each year, State Board of Education staff collect data on prekindergarten programs and the children they serve in order to answer four primary questions: (1) What are the characteristics of children served? (2) What are the characteristics of prekindergarten projects in Illinois? (3) How well do children do in prekindergarten and kindergarten? and (4) What factors seem to be related to success of children in prekindergarten? Sections of this report concern state requirements for receipt of grants for prekindergarten programs, evaluation of the state's prekindergarten program, and conclusions. Findings of the evaluation suggest that the state's program is successful even though relatively few children have participated in it. Children with a second year of prekindergarten program experience performed better in kindergarten readiness tests than children with only one year. Children of involved parents were more successful than those of uninvolved parents. Days of attendance may be related to children's success. Appendices provide the State Board of Education's policy statement on early childhood education, relevant sections of the School code of Illinois, and related tables of data. (RH)

ED 314 189 PS 018 511

Gewirtz, Jacob L.; And Others
Maternal-Infant Behavior at 2-Days and at 28-Days Post-Partum Following Maternal-Infant Contact in the Recovery Room.
SPONS. AGENCY- George Mason Univ., Fairfax, Va.; National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Jun 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Society (1st, Arlington, VA, June 10-12, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Behavior; Infants; *Mothers; *Neonates; *Parent Child Relationship
IDENTIFIERS- *Postnatal Influences; *Tactile Stimulation

Behavioral outcomes in mother-infant interaction in the first month of life after contact in the recovery room are described. In the first postpartum hour, personnel presented 62 infants to their mothers. Personnel crossed two modes (skin-to-skin versus cradling) and two durations (15 versus 60 minutes) of contact. Instances of maternal and infant behaviors in observation sessions during and between feedings at 2 days and 28 days postpartum were scored. This report presents descriptive data on maternal-infant behaviors, along with: (1) significant behavioral findings from multivariate analyses of covariance employing the early contact design; (2) findings of significant covariate effects on maternal-infant demographic factors; and (3) findings of significant residual effects controlling design manipulations. Findings are discussed in terms of their value as normative, descriptive data of maternal-infant behavior in the first month of life, and in terms of their implication for maternal attachment following the unique bonding experience that occurs in the recovery room. (Author/RH)

ED 314 064 IR 052 997

Souza, Mary Beth

Ready Reference Database Searching at the Government Documents Desk: An Introductory Guide.

PUB DATE- Aug 89
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Bibliographic Databases; *Government Publications; Information Sources; *Online Searching; *Reference Materials; *Research Tools; *Search Strategies; Workbooks
IDENTIFIERS- BRS Information Technologies

This guide is a preliminary tool to be used to introduce online ready reference searching of government documents. The first half includes basic guidelines for determining whether a question warrants a ready reference search, selecting appropriate databases, and searching techniques; administrative notes and procedures; and guidelines denoting the parameters of a ready reference search. Procedures for assembling a step by step search strategy and collecting data for each search--which help to clarify guidelines relating to the appropriateness and the efficient execution of a search--are discussed. Search protocol used on BRS is briefly outlined to enable reference desk staffers to quickly become proficient and confident in doing ready reference searches. The second half features individual databases: (1) Congressional Records Abstracts Database; (2) Federal Register Abstracts Database; and (3) National Technical Information Service. Descriptions of each database include scope and use notes; costs and updating information; other pertinent facts about the database; and a summary of searching methods and formats particular to the database. Each description is followed by ready reference practice questions to enable the reader to become familiar with searching each database. (SD)

ED 314 078 IR 053 012

Kittel, Dorothy
Interlibrary Cooperation and Resource Sharing.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 6p.; For the 1985 report, see ED 284 555.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Federal Aid; Library Administration; *Library Automation; *Library Cooperation; Library Expenditures; *Library Networks; Online Catalogs; Program Descriptions; *Shared Resources and Services; *Telecommunications; Union Catalogs
IDENTIFIERS- Guam; *Library Services and Construction Act; Puerto Rico; United States; Virgin Islands

Based on fiscal year 1986 annual reports from 48 states, Guam, Puerto Rico, and the Virgin Islands, this report describes interlibrary cooperation and resource sharing activities supported by the Library Services and Construction Act (LSCA), Title III, funds. In response to the 1984 amendment to Title III (which required each state to include in its long-range planning a statewide resource sharing plan identifying interlibrary and resource sharing objectives), states reported the following activities: (1) the planning and evaluation of statewide automation programs for resource sharing; (2) the establishment and maintenance of computerized holdings lists of serials and monographs using the OCLC online database for bibliographic descriptions; (3) the conversion of bibliographic holdings to machine-readable records; (4) the automation of circulation and resource sharing systems; and (5) training and continuing education programs for planning and implementing technology-based activities and services. In addition, excerpts from selected annual reports provide brief descriptions of specific projects in the areas of planning and evaluation, network management, expanded support of communication networks, document delivery systems, converting bibliographic holdings to machine-readable records, automated circulation and resource sharing systems, continuing education, and staff development. (SD)

ED 314 106 JC 900 019

Gordon, Howard R.

Ways in Which Vocational Education and Postsecondary Institutions Can Establish Effective Linkages with Employers.

Florida Community Coll., Jacksonville.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; Community Colleges; Community Surveys; Education Work Relationship; *Employer Attitudes; Job Training; Program Improvement; *School Business Relationship; School Involvement; Two Year Colleges; *Vocational Education

In the 1980's, changes occurring in the American economy stimulated interest in collaboration between vocational education and the private sector. Several studies collected data from educational institutions and employers to identify motives for participating in collaborative arrangements. A 1988 study found that businesses seek cooperative relationships with higher education to obtain expert advice from faculty, gain access to qualified graduates, upgrade the training of employees, and take advantage of federally sponsored research, while educational institutions sought to improve their financial situations and the quality of instruction and research. A 1989 study revealed that: (1) slightly more than one-third of all employers surveyed were actively involved with postsecondary occupational education; (2) the most common modes of involvement were recruitment of employees, advisory committee memberships, and cooperative programs or internships; (3) incentives for participation were the ability to identify a source of potential employees, provide expertise on the education and training process, and improve the productivity of current employees; and (4) while employers indicated that the inflexibility of postsecondary institutions, their perceived disinterest in employers' advice, and time constraints were major barriers to involvement, educational institutions felt that "image" was a major barrier to involvement. Such findings suggest that vocational education institutions should: be aware of the specific needs of the economy; establish alumni committees to solicit information from former students with job market experience; use advisory committees to form bridges to employers; form planning commissions to promote constructive dialogue among public and private sector employees, unions, and educational organizations; and implement carefully structured internship programs. (JMC)

ED 314 218 RC 017 037

Gillis, William; And Others
Income and Employment Policy.
PUB DATE- Oct 88
NOTE- 12p.; Paper presented at the Rural Development Policy Options Workshop (Birmingham, AL, October 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; Federal Aid; Federal Programs; *Government Role; *Public Policy; Rural Areas; *Rural Development
IDENTIFIERS- Policy Analysis; *Policy Issues

This paper isolates critical rural economic development issues and identifies needed federal policy interventions. Despite a long history of federal efforts to improve rural economic conditions, recent policies and programs aimed at stimulating rural development have had little impact. Reasons include: (1) narrowly focused economic development policy that fails to recognize fundamental changes in the rural economy; (2) old and inappropriate business support infrastructure; (3) inadequate human resource base; and (4) dependence on capital sources that are inadequate to meet the changing needs of rural businesses. Federal intervention to increase income and emloyment in rural America is justified on two primary bases: (1) benefits of rural economic development programs are dispersed widely across the nation and are likely to go unfunded without federal partnership; and (2) policy coordination can reduce economic waste resulting from competition between states. Future federal policy should: (1) provide financial support for educational and technical assistance programs that enhance production and entrepreneurial skills, management capacity, and leadership abilities of rural residents; (2) expand both the eligibility for and focus of current programs; (3) support development of appropriate business support infrastructure; and (4) improve rural access to development capital for businesses. Formation and implementation of effective rural development policies requires a committed partnership among federal, state, and local governments. (SV)

ED 314 262 SE 051 120

Stonebarger, Bill
The Computer: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-012-1
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computers; Elementary Secondary Education; *Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technological Advancement; Technology

This booklet about computers considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit referes to life and thought. Several chapters on the history and concepts of computers, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions. (CW)

ED 314 293 SO 019 663

Bucciarelli, Claudio
Youth Behavior in Various Areas of Social Experience.
PUB DATE- Oct 88
NOTE- 30p.; Paper presented at the International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Measures; Behavior Patterns; Foreign Countries; National Surveys; Research Projects; *Social Influences; *Youth
IDENTIFIERS- *Italians; *Italy

The composite results from eight surveys conducted between 1985 and 1987 by CENSIS (Social Investment Study Center, Italy) reveal some behavioral trends of Italian youth. Part 1 of this paper discusses the indications from the collected data. The instruments tested youth perceptions on seven topics that included values orientation, formal education, extracurricular activities, employment, social and religious institutions, interpersonal relationships, and local and global awareness of society. Part 2 discusses Italian youth in terms of: (1) the prolonging of youthfulness; (2) the multiplicity of social experience; (3) the need for the immaterial; (4) the demand for realistic values; (5) the fragmentation of life and identity; (6) the role of non-conflict; and (7) the inability of institutions to fulfill needs. Italian youth were more realistic and sought openness in communication, employment, and emotional exchange as well as satisfaction of their desires. Two tables and a nine-item bibliography are included. (DJC)

ED 313 907 FL 018 260

Ames, Harold; And Others
Amerasians and ESOL: Responding to Their Needs.
PUB DATE- 28 Oct 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Agency Role; *Asian Americans; Communication Skills; Employment Potential; *English (Second Language); Females; *Job Skills; Mothers; Parent Role; *Refugees; Second Language Programs; Skill Development; Student Needs
IDENTIFIERS- Takoma Park Adult Education Refugee Center MD

The Takoma Park (Maryland) Adult Education Refugee Center offers intensive programs for adults granted refugee or asylum status. Recently, adult Asian children of Americans stationed in Vietnam have entered the center's programs. Program goals include the development of students' cultural communication and English language skills needed for competing in the job market. Language skills are taught in conjunction with specific job types. Anecdotal observations of Amerasians in the programs include these: young women have generally had more schooling than men, are better equipped to deal with the American educational setting, have worked hard, have good relationships with their mothers, and have learned to combine Vietnamese politeness with American flexibility. Mothers entering the program with or after their children had varied success with language learning, with most difficulty in reading and writing. The most obvious needs of the students include English language skills, American work habits, and employment skills. However, progress in those skills depends on attention to personal and developmental needs, because this population may be undergoing adolescent personality integration, changing family roles, and culture shock simultaneously. Several strategies have been found

effective in response to students' needs in the areas of role models, personal associations, cultural identification, self-confidence, and language. (MSE)

ED 313 953 HE 023 058

Voluntary Support of Education 1987-1988.

Council for Aid to Education, New York, NY.

SPONS. AGENCY- Council for Advancement and Support of Education, Washington, D.C.; National Association of Independent Schools, Boston, Mass.
PUB DATE- Jun 89
NOTE- 179p.; For 1986-87 study, see ED 299 935. Statistical tables (p.15-77) contain small print on gray paper.
AVAILABLE FROM- Council for Aid to Education, Inc., 51 Madison Avenue, New York, NY 10010 ($35.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alumni; Colleges; Corporate Support; *Donors; *Educational Finance; Elementary Schools; Elementary Secondary Education; Endowment Funds; Financial Support; Fund Raising; Higher Education; National Surveys; Philanthropic Foundations; Private Financial Support; Secondary Schools; Trusts (Financial); Universities

The 29th edition of a publication featuring statistics on voluntary support of education is presented. Three sections have the following titles: (1) "Colleges and Universities" (including national estimates of expenditures and voluntary support, and survey results noting voluntary support by type of institution, voluntary support by source, special forms of giving, voluntary support by purpose, alumni giving, and technical notes); (2) "Details of Support by Institution" (definitions of classifications, colleges and universities, and independent elementary and secondary schools); and (3) "Independent Elementary and Secondary Schools" (survey results: voluntary support by type of school and by source, special forms of giving, voluntary support by purpose, advancement-program expenditures, and endowment). This is the first survey report since 1975, and the third in 25 years, to record a year-to-year decline in private giving to U.S. colleges and universities and independent elementary and secondary schools. Some other survey results indicate: contributions from alumni and nonalumni individuals fell across the board in 1987-88; proceeds from estate settlements increased by $104 million from the previous year; and support from business corporations through employee matching-gift programs leveled off in 1987-88 after rising at an annual rate of 21% since 1976-77. Five appendices offer college and university data, independent school data, and data on colleges and universities, 1949-50 to 1987-88. (SM)

ED 313 966 HE 023 071

Bentley, Richard; Blackburn, Robert T.

Changes in Academic Research Performance over Time: A Study of Institutional Accumulative Advantage. ASHE Annual Meeting Paper.

PUB DATE- Nov 89

NOTE- 46p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- College Faculty; Competition; Doctoral Programs; Faculty Publishing; Grants; Higher Education; *Institutional Characteristics; National Surveys; Publications; *Research; Research Projects; Research Proposals; Research Universities

IDENTIFIERS- *ASHE Annual Meeting

Changes in institutional research performance over time are examined to identify fluctuations and differences across five Carnegie types of institutions (research-I, research-II, doctoral-I, doctoral-II, and comprehensive-I). The focus is on whether certain types of institutions may be accumulating research advantage with respect to sponsored grant support and publication output. Three general indices of research output are included (changes in research orientation or potential, proportion of faculty receiving sponsored research support, and level of faculty publication productivity). An aggregate measure of total research output combines grants and publications. Data are from four national surveys of the American professoriate conducted in 1969, 1975, 1980, and 1988. Results suggest that: (1) changes in academic research performance spanning 20 years suggest that competition for academic research continues to be keen; (2) while research-I universities retain their dominant position, other types continue to contribute substantially to the academic research enterprise; (3) there is an increased emphasis on research at all types of institutions; and (4) research output indices have risen in all the categories examined. Tables and figures are included. Contains 28 references. (SM)

ED 313 979 HE 023 084

Wergin, Jon F.
Assessing Student Attitudes towards Cultural Diversity. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Beliefs; *College Freshmen; College Students; Cultural Differences; *Cultural Pluralism; Ethnocentrism; Higher Education; *Racial Attitudes; State Universities; *Student Attitudes; Student Characteristics; Values
IDENTIFIERS- *ASHE Annual Meeting; Virginia Commonwealth University

The findings of a survey on freshmen attitudes in four areas: interest in cultural diversity, racism, ethnocentrism, and cross-cultural beliefs and values, are presented. The 81-item survey was given to 234 students at Virginia Commonwealth University. Results indicated: most freshmen express an interest in learning more about other cultures, and a clear majority assert their willingness to live with a foreign classmate, spend vacations abroad with people of other cultures, and take at least some of their college courses in a foreign country; most freshmen feel Americans do not receive enough information about other world cultures and disagreed with the idea that it is important to teach American values to people in other countries; most freshmen agree in abstract that learning about diverse cultures is an important part of a college education and value cultural diversity in the institution; and most freshmen disagree with the notion that blacks need to conform to American cultural standards and that blacks need to learn to behave the way whites do. The findings indicate that freshmen may be more comfortable dealing with issues of diversity in the abstract that in the concrete, and discussions of attitudes and beliefs are likely to arouse defensiveness. Contains 6 references. (SM)

ED 314 022 IR 014 098

Pryor, Sherrill L.
The Effect of Filmstrips and Filmstrips-on-Video on the Achievement of Eleventh Grade Students in a U.S. History Class.
PUB DATE- 20 Dec 88
NOTE- 39p.; Specialist in Arts Degree, Eastern Michigan University. The appended tests will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Filmstrips; Grade 11; History Instruction; Instructional Effectiveness; *Intermode Differences; *Media Selection; Pretests Posttests; Secondary Education; *Teaching Methods; *Videotape Recordings

This study sought to determine whether or not there was a significant difference in the achievement of 11th grade U.S. History students learning from sound filmstrips and students learning from the same sound filmstrips in videotape format. Four 11th grade U.S. History classes were examined. Each section was administered a pretest consisting of 20 multiple choice questions to record knowledge preceding viewing. Two sections viewed three different sound filmstrips (on the West, the labor movement, and the populist movement) and the other two sections viewed the same filmstrips in videotape format. The same test was administered as a posttest to record any changes in knowledge. Results indicate that students in the usual classroom environment learn more effectively from filmstrips than from filmstrips on video. The fact that standard video equipment presents a smaller image than the filmstrip medium may account for part of the difference observed. Other factors which might have contributed to the observed difference include students' expectations and viewing behavior for the two media formats. Given that producers charge 30% more for filmstrips on video than for the conventional format, the results indicate that filmstrips on video are a less effective use of instructional materials funds. Pre- and posttests are appended. (19 references) (GL)

ED 314 050 IR 052 972

Palmour, Vernon E.; And Others
A Planning Process for Public Libraries.
Public Library Association, Chicago, Ill.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
REPORT NO.- ISBN-0-8389-3246-0
PUB DATE- 80
NOTE- 330p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Guides; Change Strategies; *Evaluation Criteria; Library Administration; *Library Planning; Library Standards; *Library Surveys; *Public Libraries; Questionnaires; *Research Methodology; *User Needs (Information); Use Studies
IDENTIFIERS- *Community Profiles

This guide from the Public Libraries Association (PLA) describes a planning process to be used by individual library systems to establish their own standards appropriate to local conditions and needs; design strategies to reach those needs; and inaugurate a planning cycle that involves continuous monitoring of progress and regular adjustment of objectives as community conditions and needs change. The introduction to the guide discusses the need for planning, the planning process, collecting and using data, and subsequent planning cycles. The first of three major sections then addresses preparing to plan, which includes the planning committee, tailoring the process to the library, information for planning, using the data, and presenting the data. Focusing on the planning process, the second section provides information on developing a community profile to determine user needs; assessing how well the library is currently meeting those needs; determining the role the library should play in the community; setting goals, objectives and priorities; developing strategies for change; implementation of the plan, including measuring activity and performance, and monitoring and evaluating progress; and the collection of management data. The third section addresses the collection and use of data, including secondary data for the community profile; statistics and performance measures for the evaluation of services; designing questionnaires, coding and processing the findings, and sample questionnaires for surveys of the library staff, citizens, students, and users; and processing the survey data. Four appendixes contain examples of library goals and objectives, sample forms and maps for the community profile, a set of sample tables for current library services, and sample tables for the analysis of survey responses. Twenty-seven figures and a 44-item selected bibliography are included. (SD)

ED 314 093 IR 053 044

Selection for Preservation of Research Library Materials.
Commission on Preservation and Access, Washington, DC.
PUB DATE- Aug 89
NOTE- 5p.; For a related report, see IR 053 031 and IR 053 042-043.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Archives; *Evaluation Criteria; *Evaluation Methods; Library Cooperation; Library Expenditures; Library Services; Microreproduction; Paper (Material); *Preservation; Program Descriptions; Technological Advancement
IDENTIFIERS- Paper Deacidification

Intended to stimulate further thinking on the part of the community of scholars who must have a voice in selection strategies, this report addresses: (1) the distinction between preservation (saving the content of a brittle book) and conservation (saving the original item); (2) differences in the needs and objectives of preservation across the several fields of scholarship; (3) approaches to selection (the "great collections approach" which assesses the relative strength of the collection by classification, or the use of an existing scholarly bibliography or a highly specialized sub-society for small segments of a field); and (4) factors affecting the choice of the approach (urgency of preservation of the intellectual estate of the nation, the issue of cost, and the willingness of libraries to collaborate). Criteria mentioned for the selection of materials to be preserved include the rarity, uniqueness, and special features of the item, such as illustrations, photographs, and/or typography, and the feasibility and cost effectiveness of available technologies. It is noted that the preservation problem is most pressing in the arts and humanities, and that the choices of what to preserve or conserve are the most difficult in these areas. It is concluded that, although the future characteristics of a national preservation program are unclear, it is clear that scholars and librarians must become more involved in the process; it must be explained to a generally sympathetic public and legislature; and ways of doing the job better must be developed. (SD)

ED 314 204 PS 018 535

Starzyk, Patricia M.
Early Childhood Injury Deaths in Washington State.
PUB DATE- 16 Nov 88
NOTE- 10p.; Paper presented at the Annual Meeting of the American Public Health Association (116th, Boston, MA, November 13-17, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accidents; *Death; Demography; *Family Characteristics; *Incidence; *Injuries; *Preschool Children
IDENTIFIERS- Washington

This paper discusses data on the deaths of children aged 1-4 years in Washington State. A two-fold approach was used in the analysis. First, Washington State death certificate data for 1979-85 were used to characterize the deaths and identify hazardous situations. Second, death certificates were linked to birth certificates of children born in Washington in an effort to examine the role that birth and family characteristics play in early childhood death. The results indicate that the leading categories of early childhood injury death are motor vehicle accidents, drowning, fires, suffocation, and homicide. A total of 31 percent of the deaths occurred in the home, while 57 percent took place outside the home. Deaths from injury inside the home were particularly prevalent among children with low birth weights. The most common risk factor identified was the presence of other children in the family. In addition, certain lifestyle habits, such as drinking and smoking, place both parent and child at risk. (RJC)

Industrial R&D and U.S. Technological Leadership. From the Proceedings of a Symposium (Washington, D.C., November 10, 1987).
National Academy of Sciences - National Research Council, Washington, D.C.
PUB DATE- 88
NOTE- 57p.; Colored photographs may not reproduce well.
AVAILABLE FROM- Academy Industry Program, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Policy; *Industry; *International Trade; *Research and Development; *Research Utilization; Science Education; *Scientific Research; Scientists; *Technological Advancement; Technology

Without continued technical innovation and rapid conversion of these innovations to quality products and processes, America cannot remain a viable competitor in today's global markets. This volume contains five presentations at a symposium convened by the National Academy of Sciences, the National Academy of Engineering, the Institute of Medicine, and the National Research Council. Participants were research and development (R&D) managers and scholars from industry and government. Chapters contained in this document are: (1) "U.S. Economic Policy: Implications for R&D" (Nathan Rosenberg); (2) "Reduction to Practice: The Development and Manufacturing Cycle" (Ralph E. Gomory); (3) "The Role of Management in R&D Strategy: A Case Study" (Richard J. Mahoney); (4) "Human Resources for Industrial Research and Development" (Erich Bloch); and (5) "Cooperative R&D Ventures: Collaboration in the Semiconductor Industry" (William F. Brinkman). Discussions pertaining to each presentation are also included. (YP)

ED 314 278 SE 051 153

Zolg, Carolyn; Tanner, Joey, Ed.

Astronomy: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Packet.

REPORT NO.- ISBN-0-913705-02-0
PUB DATE- 82
NOTE- 80p.; For other units in this series, see SE 051 154-162. Revised Edition.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP10-R, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary Education; *Elementary School Science; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Science Activities; Science Education; *Secondary School Science; Space Sciences

Originally designed for gifted students, these reproducible astronomy units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of astronomy. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 923 FL 800 033

Making a Living: What We Did, What We Do, Want We Want To Do.
International Ladies' Garment Workers Union, New York, NY.
PUB DATE- 89
NOTE- 62p.; Numerous photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Acculturation; Creative Writing; *English (Second Language); Expository Writing; *Fashion Industry; Immigrants; In Plant Programs; Interviews; Job Training; *Labor Education; Literacy Education; Needle Trades; Personal Narratives; Second Language Programs; Student Attitudes; *Student Developed Materials; *Student Publications; Unions
IDENTIFIERS- *International Ladies Garment Workers Union; *Workplace literacy

The writings included in this student-produced publication are those of students in the International Ladies' Garment Workers' Union's (ILGWU's) Worker-Family Education Program technical and English-as-a-Second-Language classes at a Bronx (New York) local unit. The collection of writings consists of personal narratives, interviews, dialogues, expressions of opinion, drawings, and photographs, primarily related to sewing skills and experiences, job training, and aspirations. Many are accounts of immigrants adjusting to life in a new country. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 938 HE 022 873

Fagan, Allison F.
Student Development, Part II. The College Union: The Living Room of the Campus.
PUB DATE- Jan 89
NOTE- 4p.; For related documents, see HE 022 872-874.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh St., Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *College Environment; Cultural Pluralism; *Extracurricular Activities; Higher Education; *Program Development; School Recreational Programs; Staff Development; *Student Development; *Student Unions

As focal points for campuses, college unions must create environments that are stimulating and challenging for students but that allow students to relax enough to benefit from new experiences. Such environments must generate self-expression, exploration, and positive regard for multicultural perspectives. Special efforts should be made to ensure that all subpopulations feel comfortable, because to exclude anyone is to prevent him from receiving full benefit from his experiences. Communication methods, active and social programming, discussions of issues, and inservice staff development are all important aspects of the union environment. The extent to which the college union environment will contribute to student development depends on the support mechanisms available. 8 references. (Author/MSE)

ED 314 007 HE 023 120

Mashiko, Ellen E.

Japan. A Study of the Educational System of Japan and a Guide to the Academic Placement of Students in Educational Institutions in the United States. World Education Series.

American Association of Collegiate Registrars and Admissions Officers, Washington, D.C.

SPONS. AGENCY- Japan - U.S. Friendship Commission, Washington, D.C.
REPORT NO.- ISBN-0-920054-93-2
PUB DATE- 89
NOTE- 180p.; Appendixes, the bulk of the volume, contain small print.
AVAILABLE FROM- Publications Box J, AACRAO, One Dupont Circle, N.W., Suite 330, Washington, DC 20036-1171 (nonmembers $25.00, members $20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- College Students; Developed Nations; Elementary Schools; Enrollment Trends; Foreign Countries; *Foreign Students; Higher Education; *International Cooperation; International Educational Exchange; Private Colleges; Public Colleges; Secondary Schools; *Student Placement; Technical Education; Two Year Colleges
IDENTIFIERS- *Japan

Information on Japan's educational system and the academic placement of students in educational institutions in the United States is presented. After an introduction providing an overview of Japan and its educational system, five sections cover the following areas: current organization and status of education (general information and information on kindergarten through the university and on university entrance examinations); university education (accreditation, university organization, graduate education, and dental and medical education); other tertiary-level education (technical colleges, junior colleges, the University of the Air, special training schools, miscellaneous schools, selected programs of study, and institutions approved by other ministries and agencies); international education activity (Japanese students abroad, U.S. students in Japan, international linkages, Japanese institutions abroad, U.S. institutions in Japan, and international schools); and admissions-related issues, grading systems, and academic credentials. Eight appendices provide information on: technical colleges; junior colleges; universities; junior college correspondence programs; university correspondence programs; sample academic credentials; government and educational organizations; and international schools. In addition, there is a supplemental index of Japanese institutions. Tables and figures are included. Contains 41 references. (SM)

ED 314 146 JC 900 079

Pounds, Haskin R.; Anderson, Bob
Undergraduate Student Transfer Report Summary.
University System of Georgia, Atlanta.
PUB DATE- 28 Feb 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *College Transfer Students; Community Colleges; *Enrollment Trends; *Grade Point Average; Higher Education; State Surveys; Tables (Data); Two Year Colleges; Universities
IDENTIFIERS- *Georgia

Summary statistics for students transferring to and from institutions of the University System of Georgia during the 1987-88 fiscal year (summer quarter 1987 through spring quarter 1988) were compiled for this report. The data are presented in five tables showing transfers from two-year colleges to senior colleges, from two-year colleges to two-year colleges, from senior colleges to two-year colleges, from senior colleges to senior colleges, and from non-system institutions to system institutions. Key findings include the following: (1) of the 16,954 students who transferred into system institutions, 7,921 (46.7%) came from institutions outside the system, and of these, 2,048 were from in-state non-system institutions and 5,873 transferred from out-of-state schools; (2) 9,033 students transferred between system institutions; (3) the largest flow was from senior colleges to other senior colleges, with the 3,766 students in this category representing 41.7% of within-system transfers; (4) the second largest flow was from two-year colleges to senior colleges, including 3,608 students who comprised 39.9% of within-system transfers; (5) the transfers from two-year colleges to two-year colleges (N=398) and from senior colleges to two-year colleges (N=1,261) were relatively small in number; and (6) students transferring from two-year colleges to senior colleges had a very slight overall decrease of .08 in grade point average (GPA) after transferring, while the other three categories of within-system transfer students achieved an overall higher GPA after transferring. (Author/JMC)

ED 314 160   PS 018 446

Elder, Barbara Schuyler-Haas, Ed.
School-Age Child Care: The Challenge and Promise. Proceedings of the Governor's Conference (1st, Towson, Maryland, December 5-6, 1988).
Maryland Governor's Office for Children and Youth, Baltimore.
PUB DATE- 89
NOTE- 115p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)
DESCRIPTORS- *Childhood Needs; Child Welfare; *Community Programs; *Community Services; Conference Proceedings; *Latchkey Children; *Program Development; Program Effectiveness; Public Education; *School Age Day Care
IDENTIFIERS- Maryland

The conference proceedings presented in this report document successful strategies for meeting the child care needs of school-age children and stimulating new ways of thinking about the provision of school-age child care. The first part of the report gives a historical perspective of Maryland's activity in school-age child care. The second part contains keynote speeches presented by prominent experts who addressed the conference. The third part recounts the school-age child care success stories of three Maryland counties: Montgomery, Prince George, and Charles. The fourth and final section provides presentations made by workshop panel members. Topics of the workshops include: the roles and responsibilities of public and private organizations in school-age day care; creative funding and resource options; facilities and transportation; policy and administrative considerations in the development of school-age child care services; and models of coordination and collaboration among public agencies and between the public and private sectors. Lists of conference planning, presenters, and participants conclude the report. (RJC)

ED 314 175 PS 018 484

Solving the Puzzle of Child Care: A Community Child Care Services and Funding Plan--Strategies for Expansion and Improvement. Child Day Care Planning Project.

Child Day Care Planning Project, Cleveland, OH.

PUB DATE- Sep 88
NOTE- 59p.; For related documents, see PS 018 485-486.
AVAILABLE FROM- Child Day Care Planning Project, 1001 Huron Road, 10th Floor, Cleveland, OH 44115 ($5.95 plus $2.00 shipping and handling for first copy; $1.00 more for each additional report).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; *Community Services; Cooperative Programs; *Day Care; *Educational Demand; Educational Quality; *Financial Support; *Program Design; Program Development
IDENTIFIERS- Child Day Care Planning Project; Ohio (Cuyahoga County)

This report describes the Community Child Care Services and Funding Plan, which is a plan for future collaborative child care efforts in Cuyahoga County, Ohio. The plan was developed through the Child Day Care Planning Project in Cuyahoga County. The first section of the report provides an introduction, which is followed by an overview of the project in the second section. The overview covers the project's background, organization, funding, accomplishments, and the need for ongoing public and private collaboration. The third section discusses child care in Cuyahoga County, particularly funding, needs, resources, quality of care, and program management. The fourth section describes a community child care services and funding plan. This section identifies key child care issues, goals, and recommendations related to collaborative planning, day care funding, expansion of care, quality of care, program management, and advocacy. The section also describes the organizational structure of the Child Day Care Planning Project Committee and the system implementation and funding for the project. An appendix includes information on child care resources, funding, child care statistics from Cuyahoga County, quality of child care in the county, fiscal management, and advocacy. (RJC)

ED 314 190 PS 018 512

Abidin, Richard R.
The Determinants of Parenting: What Variables Do We Need To Look At?
PUB DATE- Aug 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Marital Satisfaction; Models; *Motivation; *Parent Role; Parents; *Predictor Variables; Questionnaires; *Research Needs; Stress Variables

One recently developed parenting research model hypothesizes that parenting behavior and child adjustment are influenced by a number of divergent variables that operate through the component of the parent's personality that is related to the parenting role. In this model, the level of stress experienced by each parent results from a series of appraisals made by each parent in the context of his or her level of commitment to the parenting role. Parenting stress is viewed as a motivational variable that encourages parents to use parenting support resources available to them. The richness or paucity of resources available naturally plays a key role in the ultimate parenting behavior. A measure of one of the important conceptual variables in the model has been developed: The Parenting Alliance Inventory (PAI), a self-report measure that focuses on aspects of the marital relationship that bear directly on parenting. Recent research has demonstrated that narrow band personality measures consisting of questions that are directly tied to a specific belief system can predict and define determinants of parenting behaviors. It is believed that the PAI will contribute significantly to the prediction of parenting behaviors because the PAI is based on the recognition that both parents can function well in the parenting role even when they are dissatisfied with the marital relationship. (RH)

ED 314 231 RC 017 348

Helge, Doris
Sample Strategies Used To Serve Rural Students in the Least Restrictive Environment.
American Council on Rural Special Education (ACRES), Bellingham, WA.
PUB DATE- 10 May 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Delivery Systems; Educational Cooperation; *Educational Strategies; *Mainstreaming; Regular and Special Education Relationship; *Rural Education; *Special Education

This booklet provides sample strategies to ameliorate service delivery problems commonly encountered by rural special educators. Strategies to increase acceptance of disabled students by nondisabled peers include buddy systems and class activities that promote personal interaction, simulation activities, and social and personal skills development. Strategies to develop support for special education programs among regular education personnel and in the community employ integrative activities in school and community and effective use of communication networks and informal organizational structures. Strategies to enhance instruction cover teacher cooperation and consultation, innovative variations on placement in the least restrictive environment, provision of special services on a voluntary basis where space is available, and vocational programming and placement in the community. Strategies for transporting students or service providers include integrating special education with regular education transportation, sharing transportation services with other agencies, using volunteers, clustering students for cost efficiency, using travel time for instruction, and using technology to provide distance education. Strategies to supplement inadequate numbers of special education staff employ role changes, staff sharing, and professional and nonprofessional volunteers. Other strategies address staffing models, use of advanced technologies, cooperative approaches, personnel retention, staff development, fund raising, and parent involvement. (SV)

ED 313 993 HE 023 101

Bednash, Geraldine Polly
Tenure Review Outcomes and Their Relationship to Open or Closed Tenure Review Systems. ASHE Annual Meeting Paper.

PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Confidential Records; Decision Making; Employer Employee Relationship; Employment Practices; Evaluation Methods; *Faculty Promotion; Freedom of Information; Higher Education; *Personnel Evaluation; Personnel Policy; Privacy; *Tenure
IDENTIFIERS- *ASHE Annual Meeting

The study examined whether access to tenure review documents or deliberations decreases the degree of selectivity evidenced in tenure decisions. Liberal arts institutions (N=123) were surveyed to determine the relationship between access and tenure selectivity. The first stage of the study was a description of the range of access available in the study population. In order to determine the relationship between access and selectivity, an operational measure of selectivity was developed based on the percentage of individuals granted tenure in a given review cycle and the percentage of a given faculty cohort eventually granted tenure. Results confirm traditional perceptions of tenure review as an extremely closed process which provides the tenure candidate with very limited information about the evaluation which is conducted. The results indicated that increasing degrees or different types of access available to tenure candidates did not predict decreasing selectivity evidenced by the institutions surveyed. Confidential review processes did not appear to be a prerequisite to high selectivity. Conceivably, a balance exists between disclosure that will serve both the candidate's interest in rebutting inaccuracies or falsehoods and in being protected from unnecessary disclosure of negative information; and the reviewer's interest in retaining a reasonable degree of anonymity. (SM)

ED 314 037 IR 014 125

Chartrand, Robert Lee
Information Policy and Technology Issues: Public Laws of the 95th through 100th Congresses. CRS Report for Congress.
Library of Congress, Washington, D.C. Congressional Research Service.
REPORT NO.- CRS-89-185-SPR
PUB DATE- Feb 89
NOTE- 22p.; A listing of the relevant public laws on pages CRS-11 to CRS-17 will not reproduce due to small, blurred type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Archives; Confidentiality; *Federal Legislation; Information Services; Information Systems; *Information Technology; *Intellectual Property; Legal Responsibility; Libraries; *Privacy; *Public Policy
IDENTIFIERS- *Congress

During the past 12 years, encompassing the 95th through the 100th Congresses, hundreds of bills and resolutions have been introduced and debated that were concerned with information policy, related programs, and the ways in which advanced information technologies (computers, telecommunications, microform systems, video and audio devices) are utilized in government and throughout society. This summary of public laws enacted between 1977 and 1989 features brief descriptions of each selected measure as summarized from the more complete digests of full text. The nine topical categories are approximate groupings of legislation by similar content and/or intent, with several bills overlapping among two or more areas: (1) telecommunications, broadcasting, and satellite transmission; (2) international communications and information policy; (3) library and archives policy; (4) information disclosure, confidentiality, and the right of privacy; (5) computer security, regulation, and crime; (6) intellectual property; (7) information technology for education, innovation, and competitiveness; (8) federal information resources management; and (9) government information systems, clearinghouses, and dissemination. (GL)

ED 314 065 IR 052 998

Buchman, James H.; Alter, Linda L., Ed.
The Authoritative Guide on the Use of Telefacsimile in Libraries: An Occasional Paper. Series 2, No. 3.
Ohio State Library, Columbus.
PUB DATE- Oct 88
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Electronic Mail; *Equipment Standards; *Facsimile Transmission; *Information Dissemination; Interlibrary Loans; *Library Automation; *Library Technical Processes; Reference Services; Technological Advancement; *Telecommunications; User Needs (Information)
IDENTIFIERS- Vendors

This guide addresses the positive and negative issues associated with adapting telefacsimile technology to meet library service needs, and provides basic information about the technology while demonstrating how librarians have begun to incorporate it into their work processes. Individual sections cover: (1) the history of facsimile technologies in and outside of libraries; (2) technological changes and improvements since 1981; (3) specific applications in libraries--i.e., for interlibrary loan, for branch communication, for referral of reference questions, or as a document delivery device; (4) the relationship between electronic mail and telefacsimile; (5) what to look for when purchasing telefacsimile equipment; (6) definitions of 10 key features--e.g., automatic stepdown; (7) maintenance agreements; (8) telecommunications costs; and (9) the future of telefacsimiles. Three appendixes provide definitions of terms not defined in the text; a list of facsimile manufacturers and their telephone numbers; and suggested guidelines for using telefacsimile as an interlibrary loan delivery device. (6 references) (SD)

ED 314 107 JC 900 020

Winchell, Anne
New Start Program Report: September 1985--June 1989.
Kingsborough Community Coll., Brooklyn, N.Y.
PUB DATE- 89
NOTE- 16p.; For 1985-86 report, see ED 278 442.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Advising; Colleges; *College Transfer Students; Community Colleges; *Educational Counseling; Higher Education; *High Risk Students; Intercollegiate Cooperation; Outcomes of Education; Program Descriptions; School Holding Power; Student Improvement; Two Year Colleges; *Two Year College Students; Universities
IDENTIFIERS- *Reverse Transfer Students

In 1985, Kingsborough Community College (KCC) in Brooklyn, established the New Start Program to assist students who began their post-secondary education at cooperating senior colleges, but encountered academic difficulties there. The program offers individual and group counseling to help participants overcome previous difficulties and work toward future success. A total of 802 students from 10 colleges participated in New Start during its first 4 years, with enrollments growing from 51 in fall 1985 to 416 in spring 1989. Enrollments were concentrated in three curricula: Liberal Arts, Business Administration, and Accounting. By the end of spring 1989, 20.1% of all New Start students had graduated from KCC and/or transferred to senior colleges; 46% were planning to continue at KCC after spring 1989; 22% had dropped or stopped out; and 11% had been academically dismissed from KCC. No New Start graduate who applied to a senior college had failed to be admitted by one of the colleges of his/her choice. The major emphasis for New Start's future development is the enhancement of the quantity, range, and effectiveness of the assistance provided to students, with particular focus on their first semester at KCC. Currently, prospective students attend a group orientation and academic advisement session before they enroll, and receive individual counseling as needed afterwards. To supplement these services, New Start staff are considering adding individual counseling sessions to the admissions process and are working on the further development of a 12-hour course, "Career and Life Planning," designed to help students analyze past decisions that led to difficulty and learn how to make more effective choices in the future. (WJT)

ED 314 119 JC 900 035

Bohan, John F.; Hales, Loyde W.

Instrumental and Terminal Life Values of Faculty by Community College Location, Age, Experience, Highest Degree and Other Employment.

PUB DATE- 27 Mar 89

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; Community Colleges; Questionnaires; Sampling; *Teacher Attitudes; *Teacher Characteristics; Teaching Experience; Two Year Colleges; *Values Clarification

A study was conducted to investigate the relationship between the life values of community college faculty and selected demographic variables (i.e., college location, age, teaching experience, highest degree held, and other employment). A stratified random sample of 984 Oregon community college instructors was asked to identify "guiding principles" in their lives from Rokeach's lists of 18 terminal values, which represented idealized end-states of existence (e.g., a comfortable life, an exciting life, a sense of accomplishment, a world at peace, a world of beauty, and freedom) and 18 instrumental values, which represent idealized modes of behavior (e.g., ambitious, broad-minded, capable, clean, forgiving, loving, obedient, and self-controlled). Study findings, based on responses from 51% of those surveyed, included the following: (1) rated in inverse order, the means for instrumental values ranged 4.87 for Honest to 15.05 for Obedient; (2) the five first ranked instrumental values were Honest, Responsible, Loving, Capable, and Independent; (3) the means for terminal values ranged 5.73 for Health to 13.18 for Social Recognition; (4) the five first ranked terminal values were Health, Self-Respect, Family Security, Freedom, and Inner Harmony; (5) significant differences in terminal values were found based on respondents' age, years of teaching experience, highest degree held, and other job; (6) differences in instrumental values were found based on age, highest degree held, and other job; and (7) other job/no other job was the most important independent variable, significantly affecting 50% of the terminal and instrumental values. The instrument used to collect personal data is attached. (WJT)

ED 314 133 JC 900 065

Ryan, G. Jeremiah, Ed.; Smith, Nanette J., Ed.
Marketing and Development for Community Colleges.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-270-5
PUB DATE- 89

NOTE- 253p.
AVAILABLE FROM- CASE Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($24.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; *College Planning; Community Colleges; *Educational Resources; Financial Support; Fund Raising; *Institutional Advancement; *Marketing; Organizational Effectiveness; Organizational Objectives; Two Year Colleges
This collection of 23 essays provides an overview of current marketing and resource development practices in community colleges. The first of the five sections in the book, "Organizing for Successful Advancement," contains chapters on "Organization of the Successful Institutional Office," by Nanette J. Smith; "The President and Institutional Advancement," by David Gunning Robinson; "The Modern Chief Advancement Officer," by G. Jeremiah Ryan; and "Ethics and Values in Institutional Advancement," by John R. Hall. Section 2, entitled "Planning for Institutional Effectiveness," contains "Market Research," by Richard Fonte; "Institutional Research," by Webster B. Trammell, and "Strategic Planning," by Byron N. McClenney. Focusing on "Marketing Today's Community College," section 3 contains the following chapters: "The Marketing Plan," by Brice W. Harris; "Creating Image and Identity," by Barbara L. Wilcox and Susan E. Gorski; "Public Relations," by Johanna H. Hudson; "Publications: Making a Lasting Impression," by Marlene Ledbetter; "Advertising," by Robert Lacell; "Marketing and Retention in Enrollment Management," by Steven W. Jones; and "Internal Communications," by William W. Lace. Section 4, "Developing Resources for the Community College," contains "The Development Plan," by Barbara J. Keener; "Private Fund Raising," by Danette L. McNamara; "Foundations," by Kenneth B. Woodbury, Jr.; "Relations with the Corporate Sector," by Marlene W. Camper and others; "Alumni Programs," by Richard J. Pokrass; "Donor Research and Records," by Martha J. Kanagy; "Public Sector Grants," by David B. Canine; "Performance Contracting," by Stephen R. Wise and Jeffrey G. Oliver; and "Government Relations: A Necessity, Not an Option," by G. Jeremiah Ryan. Section 5, compiled by Judy Diane Grace, lists special resources for the advancement professional. (JMC)

ED 314 205 PS 018 536

Jose, Paul E.; Hanson, Matthew R.

Comparison of Two Children's Measures of Type A Behavior.

PUB DATE- Apr 89
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Diseases; Elementary Education; *Elementary School Students; *Factor Structure; High Risk Students; *Kindergarten Children; Longitudinal Studies; *Rating Scales; *Test Reliability
IDENTIFIERS- Hunter Wolf A B Rating Scale; Matthews Youth Test for Health; *Type A Behavior

Two measures of Type A behavior in children were compared. The first, the Matthews Youth Test for Health (MYTH, 1980), is an instrument based on the factors of competitiveness-leadership and impatience-aggression. The second is the A-B Rating Scale (ABRS, 1982), a self-assessment measure for children that is based on the factors of restlessness-aggression, eagerness-energy, leadership, and alienation. In addition, the stability of MYTH scores over a 3-year period were measured and a principal component factor analysis of MYTH scores was conducted. Data were obtained in two waves. The first wave assessment involved 283 children in kindergarten to fourth grade at two elementary, one public, and one parochial school who were rated for Type A behavior by classroom teachers using the MYTH. Second wave data, collected 3 years later at participating first wave schools and a private, secular elementary school, involved 198 of the first wave students. These students rated themselves with the A-B Rating Scale and were assessed by a teacher with the MYTH. Findings showed that: (1) MYTH scores tended to remain stable over a 3-year span; (2) agreement between the two measures was weak; and (3) the two factors of the MYTH were intercorrelated more strongly than the four factors of the ABRS. (RH)

ED 314 263 SE 051 121

Stonebarger, Bill
Disease and Health: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-015-6
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Diseases; Elementary Secondary Education; Health; *Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

Medicine and the concept of good health has a rich history from Hippocrates to the present. People have relied on herbs, magic, and many folk cures in the past, and only in the last few centuries have people understood the sciences of health including physiology, medicine, chemistry and many other associated sciences. The discussion in this booklet considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of health, a time line related to the concepts, a map of the important geography of these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 294 SO 019 664

Campanini, Giorgio
Italian Youth and Democracy: Forty Years after the Constitution.
PUB DATE- Oct 88
NOTE- 14p.; Paper presented at the International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; Community Involvement; *Democracy; Democratic Values; Elementary Secondary Education; Foreign Countries; History Instruction; Student Participation
IDENTIFIERS- *Italy

Forty years after the establishment of democracy in Italy, democratic values need to be reinforced in the younger generations. This paper discusses democracy in post-World War II Italy and specifically addresses: (1) dissenting political parties' activities; (2) a qualitative change in political participation; and (3) the Italian perception of democratic society. The role of education should be to promote democratic values in youth through the reconstruction of history instruction focusing on a re-shaping between man and institutions, the significance of democratic institutions, and participation in the community. A 17-item bibliography of Italian sources is included. (DJC)

ED 314 079 IR 053 019

Fork, Donald J.
Public Library Construction.
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 17p.; Contains 11 pages of statistical tables in small type.
For the 1985 report, see ED 284 554.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Construction Programs; Data Analysis; *Federal Aid; *Library Expenditures; *Library Facilities; Library Statistics; Longitudinal Studies; Program Descriptions; *Public Libraries; *State Aid
IDENTIFIERS- *Library Services and Construction Act

This report summarizes public library construction activities supported by the Library Services and Construction Act (LSCA), Title II, funds, as of fiscal year 1986. After a brief description of legislative background and an overview, the use of federal funds in support of public library construction is reviewed, and the impact of LSCA funding during fiscal years 1983 through 1986 is assessed. Additionally, a discussion of LSCA fiscal 1983-1986 projects includes projects funded by both the Emergency Jobs Appropriations Act (Public Law 98-8) and LSCA Title II. Four tables, which make up the larger part of the report, provide a summary of funding and expenditures for projects completed under LSCA, Title II, including the federal, state, local, state plus local, and total amounts of funding and expenditures for each state for fiscal years 1983 through 1986. (SD)

Intergovernmental Oceanographic Commission. Reports of Governing and Major Subsidiary Bodies. Session of the Assembly (15th, Paris, France, July 4-19, 1989).

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Intergovernmental Oceanographic Commission.

REPORT NO.- SC/MD/91
PUB DATE- 10 Aug 89
NOTE- 133p.; For previous session report see ED 286 747.
AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France (price not available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Cartography; Climate; Environmental Education; Foreign Countries; *Global Approach; *International Cooperation; *International Organizations; Marine Biology; Ocean Engineering; *Oceanography; Science Education; Water Pollution; Water Quality; *Water Resources
IDENTIFIERS- *UNESCO

The Intergovernmental Oceanographic Commission was organized by UNESCO to promote scientific investigation with a view to learning about the nature and resources of the oceans and disseminating this knowledge through the concerted action of its members. The report contains a summary of the discussions that took place at the 15th Session of the Commission. This includes the traditional Bruun Memorial Lectures (abstracts of which are included in an appendix). The major portions of this document summarize the discussions that dealt with: (1) administrative arrangements of the session; (2) the recent activities of the commission; (3) ocean studies as they relate to living and non-living resources, ocean mapping, ocean dynamics and climate, and marine pollution and monitoring; (4) ocean services; (5) regional subsidiary bodies; (6) cooperation with other organizations of the United Nations system and with other bodies; (7) medium-term plan, program, and budget; (8) enhancing the role of the commission; and (9) elections of the officers and executive council of the commission. The 13 resolutions adopted by the commission are provided in an appendix, along with the text of four general addresses and a list of officers and participants. (CW)

ED 314 279 SE 051 154

Enz, Judith; And Others

Ecology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Packet.

REPORT NO.- ISBN-0-913705-01-2

PUB DATE- 84

NOTE- 119p.; For other units in this series, see SE 051 153-162.

AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP11-R, $16.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biological Sciences; *Ecology; Elementary Education; *Elementary School Science; Environmental Education; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Science Activities; Science Education; *Secondary School Science

Originally designed for gifted students, these reproducible ecology units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of ecology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 908 FL 018 261

Kwofie, Emmanuel N.
The Acquisition and Use of French as a Second Language in Africa (Sociolinguistic, Historical-Comparative and Methodological Perspectives). Publication H-10.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-199-8
PUB DATE- 89
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; Creoles; Diachronic Linguistics; Educational History; Foreign Countries; *French; *Interference (Language); *Language Research; *Language Variation; Official Languages; Pidgins; Research Methodology; Second Language Learning; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Africa; *Language Contact

A collection of papers addresses three aspects of the learning and use of French as a second language in Africa. The first two chapters look at the sociolinguistic dimension; the first examines the language question and language consciousness in parts of Africa where French was once or is still used as an official or "second" language. The second deals with aspects of French language learning by children. Chapter 3 is concerned with the historical dimensions of French language learning and use. The perspective assumed is both historical and comparative, extending to pidginization and creolization as processes of linguistic evolution. Chapters 4 and 5 discuss methodological aspects of research on French outside of France. Chapter 4 describes French language contact in both North and West Africa. Chapter 5 examines the notions of linguistic interference, linguistic variety, and French language contact. (Author/MSE)

ED 313 924 FL 800 037

Voices: New Writers for New Readers. Volume 1, Numbers 1-3.
Lower Mainland Society for Literacy and Employment, Surrey (British Columbia).
PUB DATE- 89
NOTE- 136p.
AVAILABLE FROM- Lower Mainland Society for Literacy and Employment, 14525 110A Ave., Surrey, British Columbia, Canada V3R 2B4 ($4.00, quantity discount available)
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *English (Second Language); Immigrants; *Literacy Education; *Personal Narratives; Student Attitudes; *Student Developed Materials; Theory Practice Relationship; *Writing Exercises; Writing Instruction; Writing Processes

Three issues of a literacy magazine contain articles written by and for individuals learning English writing skills. Most of the articles are personal narratives or accounts of significant personal experiences. These pieces are divided into sections according to skill level. One section consists of student writings with brief commentaries on style or tone. A section on theory and practice provides more in-depth discussion of aspects of the writing process. Book reviews and information about the contributors are also included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 939 HE 022 874

McCarty, Tim; And Others
Student Development, Part III. How To Live: A Developmental Program for Student Volunteers.
PUB DATE- Mar 89
NOTE- 9p.; For related documents, see HE 022 872-873.
AVAILABLE FROM- Association of College Unions-International, 400 E. Seventh St., Bloomington, IN 47405 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *College Environment; College Students; *Extracurricular Activities; Higher Education; Intellectual Development; Interpersonal Competence; Moral Development; Moral Values; Personal Autonomy; Program Descriptions; Program Implementation; *Student Development; *Student Role; *Student Unions; *Volunteers
IDENTIFIERS- *University of Minnesota

The evolution of the University of Minnesota's program of student volunteers in the college union is described. The program draws on developmental theories, and suggest ways of integrating union program production and specific educational goals for the volunteers engaged in that production: individual autonomy, commitment of values, integration of knowledge, intellectual competence, interpersonal competence, moral maturity, and respect for persons. Sixteen life skills (adaptability, assertiveness, communication, creative thinking, critical thinking, decision-making, financial management, follow-through, implementation, initiative, planning, relationship-building, problem-solving, tolerance for risk, and tolerance for stress) were linked to the seven goals in the programs in which student volunteers participate. 16 references. (MSE)

ED 313 954 HE 023 059

Micou, Ann McKinstry

U.S.-Related Corporate Trusts in South Africa: An Introduction and a Guide. South African Information Exchange Working Paper #5.

Institute of International Education, New York, N.Y.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

PUB DATE- May 89

NOTE- 36p.; For related documents, see HE 023 060-061. Also funded by Combustion Engineering and AT&T Foundation.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Access to Education; *Corporate Support; Developing Nations; Donors; Educational Finance; *Financial Support; Foreign Countries; Foundation Programs; Fund Raising; *Trusts (Financial)

IDENTIFIERS- *South Africa

U.S.-related corporate trusts that are currently funding (or planning to fund) projects to promote change in South Africa are reviewed to guide support-seeking organizations in South Africa to appropriate sources of funds and to encourage donors to share information. Each write-up offers basic information on the trust's mission, objectives, board of trustees, and program areas. Two sections cover the following types of trusts: (1) operating trusts or foundations, e.g., the Equal Opportunity Foundation, Ford Motor Company-sponsored community trusts (Trust for Educational Advancement in South Africa, Algoa Bay Charitable Trust, and Pretoria Development Trust), Hexagon Trust, Human Resources Trust, IBM South Africa Projects Fund, Medtronic Africa Fund, Mobil Foundation, Music Shareholder Trust, and South African GE Educational Trust; and (2) examples of other trust-related mechanisms, e.g., a foreign company's trust (Volkswagon); an emplyees' trust (Delta Motor Corporation); and an evolving trust

(Control Data Corporation). (SM)

ED 313 967 HE 023 072

Lawrence, Janet H.; And Others
Predicting Faculty Publication Output: Evaluation of a Model Across Institutional Types. ASHE Annual Meeting Paper.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Demography; Doctoral Programs; *Faculty Publishing; Higher Education; Institutional Characteristics; Models; Prior Learning; *Productivity; Publications; *Teacher Characteristics
IDENTIFIERS- *ASHE Annual Meeting

A theoretical model of publication productivity was studied to see if it was applicable to professors in various types of institutions. The impact of several correlates of publications within doctoral universities and comprehensive colleges and universities were evaluated, thus addressing several questions about the extent to which organizational factors and individual differences in preparation, prior activities, and perceptions influence faculty publication. Data for the study were drawn from "Faculty at Work," a national survey conducted by the National Center for Research to Improve Postsecondary Teaching and Learning in 1987 and 1988. In addition to standard socio-demographic and career indicators, the survey instrument measured faculty perceptions of their colleges and universities as well as their own competence and efficacy, values and beliefs, and psychological dispositions. Measures of career, self-knowledge, social knowledge, behavior, and environmental response were created for the study.

Results indicate that the proposed model for understanding faculty publication differences is a useful one. Other findings include: past role performance does influence current productivity; and consistent grant and publication involvement, larger commitment of time to research, and commitment to teaching are important correlates of publication rate and should be included in any future development of a causal model. Tables and figures are appended. Contains 67 references. (SM)

ED 313 980 HE 023 085

Hughes, Julie; Graham, Steve
Adult Life Roles: An Empirical Analysis of a Multifaceted Approach to Adult Development. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Development; Adult Students; *Developmental Stages; Higher Education; *Individual Development; Interpersonal Relationship; Perspective Taking; Quality of Life; *Role Perception; Self Actualization; Student School Relationship
IDENTIFIERS- *ASHE Annual Meeting

A multifaceted approach to adult development was empirically tested with 449 adult students enrolled in a large metropolitan community college system in the midwest. This approach suggests that most adults assume multiple life roles (relationship with self, with work, with others, and with family). The Adult Life Roles Instrument was designed to assess the multifaceted approach and to test the hypothesis that adult development is variable across active life roles. Tasks were selected and grouped according to the common roles present in the adult life cycle, and adult life task statements were categorized into four phases (initiation, adaptation, reassessment, and reconciliation). Results indicated the following: adults perceive themselves in various phases of their active life roles; most adults report a significant amount of diversity; 40% of those who are engaged in all six roles place themselves in all four phases; those involved in fewer than six life roles respond in much the same manner as those involved in all six roles; adult development can be viewed as a dynamic process dependent upon separate aspects of one's life; and there are few

variations between genders. Tables are included. Contains 24 references. (SM)

ED 314 023 IR 014 099

Liechty, Anna L.
The Efficacy of Computer Assisted Instruction in Teaching Composition.
PUB DATE- Jul 89
NOTE- 66p.; Exit Project, Indiana University at South Bend.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; *Instructional Effectiveness; Student Attitudes; *Word Processing; *Writing Improvement; *Writing Instruction
IDENTIFIERS- Process Approach (Writing)

This study addresses two questions: how can computers be effectively employed in the composition classroom, and to what extent does instruction in writing complement the use of the word processor in developing writing skills? Thirty-eight current research studies on the effects of using word processing to teach composition are reviewed. The studies are categorized in two ways: studies in which participants received simultaneous instruction in the writing process as they used word processors, and studies in which participants did not receive such instruction. Within these categories the studies were further grouped by the maturity or ability level of the participants (young, basic, or able writers). Analyses of the findings indicated that: (1) given the increased time on task, greater length of writing samples, and positive attitudes of most students writing with word processors, the computer seems to be a valuable instructional tool in the composition classroom; (2) the writer's tendency to do less planning when writing with a word processor necessitates instructional intervention; (3) significant questions are raised about the role of the computer in the editing process; (4) using word processors in the writing classroom aids collaboration with teachers and peers; (5) the computer helps the younger writer to recognize and correct errors; and (6) a relationship exists between the combination of process-approach instruction and word processing and improved quality of compositions, especially for young and low-ability writers. It is recommended that school systems encourage and support the use of word processors supplemented with the process approach to teach composition, especially in elementary and junior high schools and with learning disabled students. (43 references) (GL)

ED 314 094 IR 053 045

Ashmore, Timothy M.
Accessing Electronic Information: A Question of Ethics.
PUB DATE- 26 May 89
NOTE- 9p.; Paper presented at the Meeting of the International Communication Association (San Francisco, CA, May 26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Databases; *Ethics; Higher Education; Information Networks; *Information Technology; *Technological Advancement; *Telecommunications; User Needs (Information)

This exploration of ethical conflicts created by information technology and their impacts on teachers, scholars, and students begins by discussing the issue of fairness or ethics, with emphasis on what is fair or ethical in obtaining access to electronic information. Technological barriers involved in obtaining access to desired electronic information are then discussed, including the skill of the computer user and the costs of annual membership fees for belonging to national and international computer networks. The nature and type of information currently available in electronic form in academic settings are described--e.g., curriculum descriptions, course syllabi, reading lists, texts of speeches, manuscripts for review and comment, and entire journals--and the possibility of the federal government's making available much of its information in electronic form only is noted. The significance of restricting access to electronic information is also addressed, including the impact on students who cannot afford to buy their own computers and the difficulties faced by faculty researchers. The paper concludes by addressing what can be done to alleviate some of the ethical problems involved in limited access to electronic information, and by advocating solutions coordinated at the local, state, and national levels. (13 references) (SD)

Botting, Karen; And Others
The Early Years: A Time for Learning, a Time for Joy (Revised). A Sourcebook for Kindergarten, Grade 1, and Grade 2 and The Early Years: A Parent's Companion.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-7711-0236-4; ISBN-0-7711-0595-9
PUB DATE- 87
NOTE- 200p.; The original sourcebook was authored by Betty Gibson; see ED 205 273. Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Environment; Classroom Observation Techniques; Foreign Countries; Grade 1; Grade 2; Identification; *Individual Characteristics; Instructional Development; *Instructional Materials; *Integrated Curriculum; Kindergarten; Learning; Parent School Relationship; Primary Education; *Program Development; Special Education; State Curriculum Guides
IDENTIFIERS- *Manitoba

This sourcebook for kindergarten and grades one and two presents a balance between the theory and practice of education in the early years. The sourcebook supplements Manitoba Education curriculum guides. Emphasis is given to models of organization and methods of teaching that guide teachers in their efforts to help children develop happily at their own rates. The sourcebook provides information about characteristics and needs of children throughout their early years and makes suggestions for programs and materials that meet the needs of young children at various stages of development. Chapters are titled: (1) Contemporary Early Years Education; (2) The Nature of the Learning Process in Early Childhood; (3) The Nature of the Child; (4) Curriculum and Integration; (5) Organization of the Learning Environment; (6) Early Identification Through Classroom Observation; (7) Helping Teachers Integrate Children with Special Needs; and (8) The Parent Connection. A supplementary chapter discusses modification of the curriculum for special circumstances. Over 180 references are cited. A companion handbook for parents provides information on children's development, the child's day at school, home activities that help children learn, parent and school cooperation, and such resources as an activities calendar, books, records, and places to visit. (RH)

ED 314 219 RC 017 115

McCormick, Ann M.; And Others.
Children of Divorce Resource Guide. Information Sources for Children, Parents, and Teachers. Second Edition. (Revised).
State Univ. of New York, Ithaca. Coll. of Agriculture and Life Sciences at Cornell Univ.
SPONS. AGENCY- Department of Agriculture, Washington, D.C.
PUB DATE- 89
NOTE- 36p.
GRANT- NYC-1377442
AVAILABLE FROM- Program in Rural Youth Development, Department of Education, Academic I, Cornell University, Ithaca, NY 14853 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Child Development; Children; *Divorce; Elementary Education; Elementary School Students; *Family Problems; *Parent Child Relationship; *Parenthood Education; Resource Materials; Teacher Response; Teacher Student Relationship

This guide has been developed to help educators and parents, particularly those in rural areas, locate information for better understanding the potential effects of divorce on children. The guide includes materials that consider different developmental stages of children and different stages of the divorce process. It offers materials that can be used by educators to intervene in supportive, non-threatening ways within the elementary school environment. Other materials may help parents and children to cope more effectively with the separation/divorce process. An opening section of the guide describes characteristics of developmental stages in the elementary grades, typical reactions of children to family separation, and possible teacher responses. The guide discusses six questions about children and divorce that are commonly asked by parents and teachers. It offers 187 resource entries, listed alphabetically by author under the following headings: readings for teachers and other school personnel; references for parents; children's books: kindergarten-grade 1, grades 2-3, grades 4-6, general; other media: programs, games, and films; and research publications. Many entries are annotated. Several publishers' addresses are provided to facilitate ordering materials. (TES)

IR

ED 314 008 IR 013 922

Kamsteeg, Paul A.; Bierman, Dick J.
Cognitive ATI Research: A Simulated Laboratory Environment in (PCE-)Prolog.
PUB DATE- Mar 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 25-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; Authoring Aids (Programing); *Cognitive Processes; *Computer Assisted Instruction; *Computer Simulation; *Courseware; Foreign Countries; Higher Education; Instructional Design; *Intermode Differences; Physical Sciences; Undergraduate Students
IDENTIFIERS- *Intelligent Tutoring Systems; Learner Control; Netherlands; PROLOG Programing Language

A study of 228 undergraduate psychology students examined the effectiveness of a prototype of "heatlab," a laboratory simulation written in PCE-PROLOG, intended for remedying misconceptions of the concepts "heat" and "temperature." The effect of varying the amount of structure on students' understanding and the possibility of an interaction between amount of structure and the students' negative fear of failure were also examined. Quantitative data (using pre-, post-, and retention tests) indicated that understanding of the concepts had been increased by "heatlab." The amount of structuring was shown not to make a significant difference, neither as a main effect nor in interaction with fear of failure. In a socratic remedy of a misconception, the structure imposed upon the discovery process is aimed at inducing a paradox which forces the student to re-evaluate his/her beliefs. Students' reactions to paradoxes were examined, with a focus on the circumstances under which surprise reactions occur and the effect of varying the amount of structure on these reactions. Qualitative data (analysis of a think-aloud protocol) indicated an interaction between fear of failure and structuring in that there is no socratic learning for high fear of failure subjects in the unstructured condition. (GL)

ED 314 038 IR 014 133

Duby, Aliza
Formative Evaluation of ETV Programmes.
South African Broadcasting Corp., Johannesburg.
PUB DATE- May 87
NOTE- 43p.; Paper presented at the Distance Education Conference (Pretoria, South Africa, May 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Media; *Educational Television; *Evaluation Criteria; *Evaluation Methods; Foreign Countries; Formative Evaluation; *Instructional Development; Models; Needs Assessment; *Staff Utilization
IDENTIFIERS- South Africa

A process of formative evaluation which considers moral, scientific, and social values as its criteria and which is conducted by project staff is proposed for the evaluation of educational television (ETV) programs produced by the South African Broadcasting Corporation. The theoretical framework of ETV evaluation is outlined in the first section, and relevant literature on formative evaluation, pilot programs, learner verification and revision, self-formative evaluation, needs assessment, and content analysis is reviewed. The second section discusses cognitive, affective, and media criteria for ETV evaluation and outlines the positions of a number of authors (including Scriven, Mager, Tyler, and Eisner) on the source of criteria for evaluations. The third section discusses the possible roles of in-house staff, teachers, and experts on the evaluation team. ETV formative evaluation activities for each of the ETV development stages are outlined in the final section. (60 references) (GL)

ED 314 051 IR 052 977

Dubey, Yogendra P.
Information Poverty: A Third World Perspective.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Developing Nations; *Information Systems; Problems; *Scientific and Technical Information; Scientific Literacy; Technological Literacy; *Technology Transfer
IDENTIFIERS- *Information Industry

This paper discusses problems with information systems and services, particularly those relating to information on science and technology, in third world countries: (1) problems in collection development; (2) financial problems, including legal and political constraints; (3) a low degree of scientific literacy; (4) communication barriers; (5) lack of widespread awareness of the importance of information; (6) absence of a national bibliographic control system; and (7) obstacles to access and use of online databases. A framework for improving information services by

developing information as a productive component of industry is presented. This framework calls for development of computer and telecommunication technology and stresses the importance of the involvement of the governments of third world countries in the planning and funding processes. Twenty references are listed. (MES)

ED 314 147 JC 900 082

Performance Profile: Maryland Community Colleges.

Maryland State Board for Community Colleges, Annapolis.

PUB DATE- Jan 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *College Graduates; *College Transfer Students; Community Colleges; Comparative Analysis; Employment Patterns; *Outcomes of Education; Participant Satisfaction; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; Vocational Education
IDENTIFIERS- *Maryland

Designed to provide data to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this performance profile presents longitudinal information on student outcomes by college for alternate years between 1980 and 1988. The following data are presented: (1) percentage of career credit students employed full time in their field of training; (2) percentage of career program graduates rated as good or very good by their employers; (3) percentage of graduates passing the State Nursing Licensing Examination on their first attempt; (4) percentage of transfer credit students who achieved their transfer goal and were in good academic standing at the University of Maryland, College Park; (5) percentage of students rating their transfer preparation as good or very good; and (6) the progress of first-time, full-time students four years after enrolling in a community college. Graphs are included illustrating these data for 1988 graduates by college. Technical notes on the performance profile are also provided. (JMC)

ED 314 176 PS 018 485

Solving the Puzzle of Child Care: Report of the Cuyahoga County Child Day Care Planning Project.

Child Day Care Planning Project, Cleveland, OH.

PUB DATE- Jul 88
NOTE- 21p.; For related documents, see PS 018 484-486.
AVAILABLE FROM- Child Day Care Planning Project, 1001 Huron Road, 10th Floor, Cleveland, OH 44115 (first copy free. Additional copies $4.95 each. Add $2.00 shipping and handling for first copy; $1.00 more for each additional report).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Programs; Consumer Economics; *Day Care; Day Care Centers; Financial Support; *Program Development; *Program Implementation; School Effectiveness
IDENTIFIERS- Child Day Care Planning Project; *Community Needs; Ohio (Cuyahoga County)

This report describes the Child Day Care Planning Project, which was developed by private and public representatives to meet the needs for child care in Cuyahoga County, Ohio. The project consisted of five major components. The first component, the Data Project, documented the needs and resources of the community. The second component, the Quality Enhancement Project, involved the evaluation and improvement of the quality of centers and homes. The third component, the Demonstration Projects, tested new service strategies and increased the number of child care options available. These projects included a child day care scholarship program, center-sponsored famly day care homes, a community care center, staff training, school-age programs, and a capital loan fund. The fourth component determined child care costs through a cost study. The fifth component involved analyses of funding policies and improvement of policies for allocation of child care funds. (RJC)

ED 314 191 PS 018 513

When You Care for Children: Guide to Caring for Children in Small Groups.

Texas State Dept. of Human Services, Austin. Div. of Community Resources.

PUB DATE- Dec 87
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Business Skills; *Child Caregivers; *Day Care; Equipment; *Family Day Care; Guidelines; Health; Individual Characteristics; Individual Development; Learning Activities; Nutrition; Preschool Children; Preschool Education; Recordkeeping; Safety

This guide was written for those who provide care for a child or for children in small groups, whether in a family day home, registered day home, group day home, in-home care arrangement, or babysitting. Sections offer advice on: (1) ways to respond to the needs, characteristics, and potentials of young children; (2) safety; (3) health; (4) nutrition; (5) business organization; (6) ways to help children grow and learn; and (7) things to think about before deciding to become a child caregiver. Extensive appendices provide resources on safety, tips for handling common situations with children, suggestions and directions for activities and equipment, and numerous records and forms. Sources of additional information are briefly discussed. (RH)

ED 314 232 RC 017 411

Bennett, Robert L.; Gale, Nancy
Protecting Youth from Alcohol and Substance Abuse. What Can We Do?
Native American Development Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 89
NOTE- 97p.
AVAILABLE FROM- Native American Development Corporation, 1000 Connecticut Ave., Suite 401, Washington, DC., 20036.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Alcohol Education; *American Indians; Community Action; Community Involvement; Community Organizations; Community Services; Community Support; Health Programs; *Help Seeking; Intervention; Parent Responsibility; *Substance Abuse; Young Adults

This handbook describes the roles that parents, tribal governments, law enforcement personnel, courts, schools, and health care and social service providers play in alcohol and substance abuse intervention and prevention in Indian communities. It explains the legal responsibilities each group has and actions community members should expect the various groups to take when dealing with alcohol and substance addiction. Information is organized into the following chapters: (1) Tribal Communities and the Fight against Alcohol and Substance Abuse; (2) Utilizing Help from Parents and Family; (3) Utilizing Help from School Personnel; (4) Utilizing Help from Social Service Providers; (5) Utilizing Help from Physical and Mental Health Care Providers; (6) Utilizing Help from the Court; (7) Utilizing Help from Law Enforcement Personnel; and (8) Role of Tribal Government. Also listed are profiles of support groups, organizations, and community programs. The chapters also include references to relevant literature and audio-visual materials, and directories of local or national service facilities. (ALL)

ED 314 295 SO 019 665

Scurati, Cesare
Education to Social, Civic, and Political Values in the Italian Pedagogical Thought.
PUB DATE- Oct 88
NOTE- 12p.; Paper presented at the International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; *Democratic Values; Educational Change; *Educational Theories; Foreign Countries; Individual Development; Individualism; *Socialization

IDENTIFIERS- *Italy

This paper presents four Italian educational theories and defines their basic doctrines with regard to society and their relationship to education. The first theory, called the laicist-liberal theory, merges the idealist tradition with the theory of liberalism in social development, while it stresses the importance of the individual and social growth nurtured by social culture. In this theory education fosters social culture through humanistic, scientific, and technical education. The socialist-marxist theory, the second theory, promotes the idea of man as an historical and social being, and its basic concepts include the ideas that: (1) values are derived from the progressive experience of man; (2) civic education aims at educating citizens to cooperate in communities; and (3) political education is an essential part of civic education. This theory calls for the removal of the authoritarian and bureaucratic structure of schools and for the establishment of the democratization of education. The principles behind the third theory, the Catholic theory, are that the human being has the highest value of all existing things and that the human being is essentially social and political. Civic education must be used to direct the social and political human being through democratic value clarification. The radical theory, the fourth theory, views pacificism and tolerance as essential values in starting social change. This theory stresses history instruction and advocates school intervention and participation in the community. (DJC)

ED 313 925 FL 800 040

Bohlman, Carolyn; Terdy, Dennis

Legalization and Citizenship Materials: A Selected Bibliography.
Northwest Educational Cooperative, Des Plaines, IL. Illinois ESL Adult Education Service Center.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Aug 88
NOTE- 39p.
AVAILABLE FROM- INS Outreach Program, Immigration and Naturalization Service, 425 I St. N.W., Washington, DC 20536.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Students; Annotated Bibliographies; *Bilingual Instructional Materials; *Citizenship Education; *Civics; English (Second Language); Immigrants; Instructional Materials; Limited English Speaking; *Resource Materials; *United States History

This annotated bibliography of suggested materials is intended to assist program directors and classroom teachers in determining appropriate materials for teaching legalization and citizenship candidates. The bibliography is a selected list of materials on the subjects of citizenship, government, and United States history identified for use with adult, limited-English-proficient (LEP) students. Most of the materials are for intermediate or advanced LEP students. Many of the suggested materials are written for native English-speakers, but can be adapted for an LEP population. The items listed have a simplified format and vocabulary, and a content design that is most appropriate for adult LEP learners. Materials are categorized according to their potential use as a citizenship text, a United States history supplement, a government supplement, bilingual or native language text, or teacher resource. Annotations contain information on the title, format (textbook, workbook, worktext, handbook, or pamphlet), use of maps and illustrations, number of pages and other units, number and types of exercises or activities, inclusion of answer keys, availability and content of teachers' guides, and additional evaluative remarks. A publishers and suppliers list is appended. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 994 HE 023 102

Zumeta, William

Public Policies and Independent Higher Education: A View from the States. ASHE Annual Meeting Paper.

SPONS. AGENCY- Education Commission of the States, Denver, Colo.;

Washington Univ., Seattle.

PUB DATE- Nov 89

NOTE- 73p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Educational Finance; *Educational Policy; Government School Relationship; Higher Education; Institutional Cooperation; National Surveys; Policy Formation; *Private Colleges; *Public Policy; State Aid; *State Colleges; Statewide Planning; Student Financial Aid

IDENTIFIERS- *ASHE Annual Meeting

The study explored the distribution and interrelationships across the states of certain policies that affect the independent higher education sector. The 1988 survey queried two groups of respondents (state higher education executive officers (N=48) and state independent sector association executive officers (N=39), on aspects of state funding and perceived impact of state policies in the following areas: student aid policy; programs providing direct payments by states to independent colleges and universities; involvement of the independent sector in state planning efforts; involvement of the independent sector in state program review processes concerning public institutions' academic programs and proposed programs; and intersector relations and cooperation. Findings indicated that: state independent sector representatives see aspects of student aid policy or funding as the most important state-level policy issue facing independent institutions today; there is substantial agreement among state higher education agency and independent sector representatives as to the general level of independent sector involvement in state planning (characterized as moderate); and state policies that affect the independent sector, while seemingly disparate, actually tend to be related. Twenty nine tables are appended. Contains 20 references. (SM)

ED 314 066 IR 052 999

Deitrick, Bernard E.
A Basic Book List for Church Libraries. A CSLA Bibliography. Third Revised Edition.
Church and Synagogue Library Association, Portland, OR.
REPORT NO.- ISBN-0-915324-10-5

PUB DATE- 88
NOTE- 20p.
AVAILABLE FROM- Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97219.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Aging (Individuals); Annotated Bibliographies; Biblical Literature; Childrens Literature; *Ethical Instruction; Family Life; Interfaith Relations; *Library Collection Development; *Library Collections; Marriage; Religious Education; *Resource Materials; Social Psychology; *Special Libraries; *User Needs (Information)
IDENTIFIERS- *Church Libraries

This annotated bibliography lists approximately 190 interdenominational books; books of interest to a single denomination are not included. The list was selectively compiled to provide a basic collection of religious books that will serve as resources in 20 subject areas. The material has been checked over and approved by representatives of several diverse denominations. Each entry provides a book's availability, price, and publisher, and a brief annotation. Information included in these entries were checked with "Books in Print" at the time of publication. Some of the titles are marked with an asterisk, which indicates that they are felt to offer particularly important contributions to church libraries, and it is suggested that these titles be considered first in situations with limited funds for acquisitions. Major categories listed are: (1) library resources; (2) Bible versions; (3) Bible study; (4) Christian faith and doctrine; (5) Christian living; (6) prayer and devotional life; (7) devotional classics; (8) the nature of the church; (9) Christian education; (10) church history; (11) world religions; (12) Christian ethics; (13) marriage and family life; (14) aging; (15) death and dying; (16) religious psychology; (17) religious sociology; (18) holidays; (19) biography; and (20) children's books. (SD)

ED 314 080 IR 053 021

Gempeler, Constance; And Others
Original Cataloging & Special Languages Department Strategic Plan: 1988/89-1993/94.
Arizona State Univ., Tempe. Univ. Library.
PUB DATE- 1 Jul 88
NOTE- 27p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Access to Information; Bibliographic Databases; *Cataloging; Indexing; *Library Automation; Library Facilities; *Library Personnel; *Library Planning; Long Range Planning; Mission Statements; *Online Catalogs

This 5-year departmental strategic plan (1988-1993) was developed according to the strategic planning process adopted by Arizona State University (ASU). Nine goals of ASU's Cataloging Department are presented in separate sections in this report: (1) to continue the development and improvement of the intellectual content of the online catalog so that it is accurate, controlled, and complete; (2) to increase the productivity of the department without compromising the quality of the product; (3) to provide cataloging support to outside institutions; (4) to use appropriate technology in the department to maintain the highest possible level of service; (5) to evaluate the structure of the online catalog bibliographic database (e.g., indexing, subject headings, and keyword access); (6) to provide improved bibliographic access to resources held in the library; (7) to ensure adequate space and an improved work environment for cataloging personnel; and (8) and (9) to establish and maintain good communications among departmental staff and with other departments. Each section summarizes the goal; relays the source of that goal; provides background information; describes that goal's objectives; lists strategies for meeting that objective; and mentions persons or groups involved in pursuing the objective. (SD)

ED 314 108 JC 900 021

Isaksen, Leonard W.
PACE Survey Results, Spring 1987. Institutional Research.
West Los Angeles Coll., Culver City, Calif.
REPORT NO.- WLAC-004-LI
PUB DATE- Oct 88
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; *Adult Programs; College Faculty; Community Colleges; Multicampus Districts; *Participant Satisfaction; Program Evaluation; Questionnaires; Student Attitudes; *Student Characteristics; *Teacher Attitudes; Two Year Colleges; *Two Year College Students

In spring 1987, a self-study was conducted of the Los Angeles Community College District's Project for Adult College Education (PACE) to determine what current and former PACE students, faculty, and administrators felt were the strengths and weaknesses of the program. Using an integrated course approach, PACE permits students to complete an associate degree in five semesters, attending classes with students of similar ages, maturity, and level of commitment. Study findings, based on survey responses from 1,476 of 2,459 current PACE students, 42 former students, and 49 of the 57 PACE faculty members, included the following: (1) among current students, 84% were over 24 years old, 88% worked at least 30 hours per week, 77% were women, and 46% were White, 27% Black, 19% Hispanic, and 3% Asian; (2) 71% of the current PACE students had completed some college units before enrolling in the program, 55% qualified for college-level English courses, and 80% indicated that transferring to a four-year university was their primary goal; (3) most current students gave high ratings to the quality of in-class PACE instruction and claimed that the program had improved their writing and reading skills and their understanding of other cultures; (4) 68% were interested in pursuing further studies; (5) the only component of PACE that received a negative rating from a majority of students was the televised material, with 61% indicating that the television programs added little or nothing to their education; (6) only 50% of the students felt that they were given appropriate advance information to prepare themselves for the demands of the PACE program, 32% reported inadequate counseling for transfer, and 25% felt that weekend conferences had little or no effect on their learning process; and (7) only 62% of the responding PACE faculty members felt that they had received adequate preparation for the program, and 24% did not feel that the PACE offerings satisfied learning requirements for equivalent transfer courses in their disciplines. The bulk of the report consists of data tables, providing an item-by-item analysis of survey responses, from each group, by college. The survey questionnaires are attached. (WJT)

ED 314 120 JC 900 036

Friedlander, Jack

Evaluation of Santa Barbara City College's Matriculation Program (1983-1988).

Santa Barbara City Coll., Calif.

PUB DATE- Dec 89

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Persistence; Ancillary School Services; Community Colleges; Comparative Analysis; Dropout Prevention; Educational Trends; *Program Effectiveness; Program Evaluation; *School Holding Power; *Student Characteristics; *Student Personnel Services; Two Year Colleges; Two Year College Students

Since 1983, Santa Barbara City College (SBCC) has invested resources in a comprehensive matriculation program to help students achieve their educational objectives. In each of the 6 subsequent years, the college has added components to its matriculation program and refined others. An evaluation of the program was conducted in 1989, comparing students who entered SBCC for the first time in fall 1983, 1984, 1985, 1986, 1987, and 1988 on the basis of their academic persistence, units completed with passing grades, scores on assessment tests, probationary status, and other measures of progress over a 2-year period. Major findings of the evaluation were as follows: (1) first-to-second semester persistence rates increased by 17.7% from 1983 to 1988; (2) the persistence rates of first-time-in-college students were substantially higher than those of students who transferred to SBCC from another college; (3) of matriculated students who enrolled at SBCC for three consecutive semesters, close to 90% returned for a fourth semester; (4) in 1988, the first-to-second semester persistence rate of transfer-oriented students (76%) was substantially greater than that of non-transfer-oriented students (65%); (5) semester-to-semester persistence rates among ethnic groups were fairly comparable between 1985 and 1988; and (6) course completion and college persistence rates were substantially higher for day students and full-time students than for evening students and part-time students. (JMC)

ED 314 134 JC 900 066

Initiating a Fund-Raising Program: A Model for the Community College.

Council for Advancement and Support of Education, Washington, D.C.

REPORT NO.- ISBN-0-89964-269-1
PUB DATE- 89
NOTE- 45p.
AVAILABLE FROM- Case Publications Order Department, 80 South Early Street, Alexandria, VA 22304 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Community Colleges; Corporate Support; *Donors; *Fund Raising; Models; Philanthropic Foundations; *Private Financial Support; *Program Development; School Business Relationship; Two Year Colleges

Prepared to assist community colleges in improving their ability to raise money from the private sector, this monograph guides educators from the exploratory phase into the actual implementation of a new fund-raising program. Chapter 1 raises considerations that should be addressed before a college decides to initiate a major private-sector fund-raising program, focusing on funding needs and problems, untapped private resources, and commitment to the effort. Chapter 2 deals with the necessary steps in forming a foundation. Chapter 3 outlines the roles and duties of the college president, college board of trustees, foundation board of directors, and the chief development officer in the fund-raising program. Chapter 4 provides a month-by-month timetable for establishing the program, beginning with the college president identifying a fund-raising need in Month 1 and ending with the arrival of corporate and foundation responses in Month 30. Chapter 5 lists budget items essential to program success, including professional salaries and benefits, office space, marketing materials, and professional development. Chapter 6 discusses obstacles colleges may encounter such as fears of rejection, competition, involvement, cost, and failure. Chapter 7 identifies possible donors, including corporations, businesses, college trustees, alumni, parents and friends of students, college faculty and staff, and the general public. Appendixes contain a checklist of action steps, a 32-item annotated bibliography, and a list of helpful organizations. (WJT)

ED 314 206 PS 018 537

Parfenoff, Sheila H.; Jose, Paul E.
Measuring Daily Stress in Children.
PUB DATE- Apr 89
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Kansas City, MO, April 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Elementary Education; *Elementary School Students; Interpersonal Competence; *Life Events; *Physical Health; Predictor Variables; *Psychological Patterns; *Stress Variables; *Student Behavior; Test Construction
IDENTIFIERS- *Hassles Scale for Children

A study of school-age children was designed to: (1) identify hassles that children experience in their families, among peers, and at school; (2) determine the ability of hassles to predict unhealthy psychological and physical functioning; and (3) explore the effect of daily hassles on school behavior. A measure of children's daily stress that used neutral wording and focused on negative life events, The Hassles Scale for Children (HSC), was developed. A total of 145 elementary school students in second, fourth, fifth, and sixth grades completed the HSC and questionnaires measuring psychological functioning, physical health, and school behavior. Teachers rated social competence. Data indicated that daily hassles were a better predictor of children's self-rated anxiety than life events. Teacher's ratings of social competence were negatively related to daily stressors. In addition, social skills as rated by the teacher, were modestly related to daily hassles. When the relationship between life events and daily hassles was examined, results indicated that as the child experienced a life event, daily hassles increased. No significant relationship was found between life events and intensity of hassles. (RH)

ED 314 264 SE 051 122

Stonebarger, Bill
Ecosystems: Time, Space and Spirit--Keys to Scientific Literacy Series.

REPORT NO.- ISBN-1-55979-010-5
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; *Ecology; Elementary Secondary Education; Environmental Education; Evolution; *Instructional Materials; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

This booklet on ecosystems considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to lfe and thought. Several chapters on the history and concepts of ecology, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 280 SE 051 155

Diffenderfer, Sue; And Others

Geology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.

REPORT NO.- ISBN-0-913705-04-7

PUB DATE- 83

NOTE- 85p.; For other units in this series see SE 051 153-162. Drawings may not reproduce well and pp. 1 and 4 contains light type.

AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP13, $16.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Earth Science; Elementary Education; *Elementary School Science; *Geology; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Science Activities; Science Education; *Secondary School Science

Originally designed for gifted students, these reproducible geology units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of geology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 909 FL 018 262

Coughlin, Josette M.
Recent Developments in Interactive and Communicative CALL: Hypermedia and "Intelligent" Systems.
PUB DATE- 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Artificial Intelligence; *Communicative Competence (Languages); *Computer Assisted Instruction; Games; *Interactive Video; Optical Disks; Second Language Instruction; Second Language Learning; Teaching Methods
IDENTIFIERS- *Hypermedia

Two recent developments in computer-assisted language learning (CALL), interactive video systems and "intelligent" games, are discussed. Under the first heading, systems combining the use of a computer and video disc player are described, and Compact Discs Interactive (CDI) and Digital Video Interactive (DVI) are reviewed. The introduction of artificial intelligence in the programming of CALL is examined, allowing the user to communicate more freely with the machine within a given domain or microworld. Specific instructional techniques and approaches are described. Producers and addresses for CALL interactive videodisc systems and videodisc authoring systems are listed. The paper includes a 58-item bibliography. (MSE)

ED 313 940 HE 022 875

Ottinger, Cecilia A., Ed.

Higher Education Today: Facts in Brief.

American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
PUB DATE- May 89
NOTE- 70p.
AVAILABLE FROM- Division of Policy Analysis and Research, American Council on Education, One Dupont Circle N.W., Washington, DC 20036-1193 ($5.00 members, $9.00 nonmembers, prepaid).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Administration; College Faculty; *College Students; Degrees (Academic); *Demography; *Economic Change; *Educational Trends; Enrollment Trends; *Higher Education; Minority Groups; Statistical Data; *Student Financial Aid; Trend Analysis; Women Faculty; Womens Education

Fifty-four charts and statistical profiles depict changes affecting American colleges and college students, based on information drawn from government publications and other technical reports. Charts and graphs are accompanied by some narrative. They cover: changes in the higher education and consumer price indexes; family income and savings; trends in the college-age and high school graduate population; increases in the number of college-educated adults; employment patterns among the college-educated; relationships between family income and college attendance; population trends, including minority groups; the status of women and minorities in degree attainment and academic employment; enrollment trends; faculty trends; college costs; institutional finance; acceptance of credit for non-collegiate learning; trends and patterns in student characteristics; trends in choice of major; college preparation and application; college choice; and student financial aid and indebtedness. (MSE)

ED 313 955 HE 023 060

Micou, Ann McKinstry; McLean, Sheila Arvin

U.S. Support Organizations Raising Money for South African Causes: An Introduction and a Directory: South African Information Exchange Working Paper #6.

Institute of International Education, New York, N.Y.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

PUB DATE- May 89

NOTE- 51p.; For related documents, see HE 023 059-061. Also funded by Combustion Engineering and AT&T Foundation.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Access to Education; Blacks; Civil Rights; Developing Nations; Educational Finance; Educational Quality; Educational Supply; *Equal Education; *Financial Support; Foreign Countries; Fund Raising; *Minority Groups; Racial Discrimination

IDENTIFIERS- *South Africa

This working paper provides information on 29 U.S. support organizations raising money for South African causes. Usually provided for each organization are a mission statement; a description of program areas and specific activities; and names of directors, trustees, and contacts. The organizations listed are: the Africa Fund; the African Arts Fund, Inc.; the Bishop Desmond Tutu Southern African Refugee Scholarship; Cape of Good Hope Foundation; Committee for Health in Southern Africa; Emergency Appeal for South African Families; Friends of the Institute for a Democratic Alternative for South Africa, Inc.; Friends of SOS Children's Villages, Inc.; the Fund for Education in South Africa; Fund for a Free South Africa; Get Ahead Foundation/USA; Grassroots International; International Defense and Aid Fund for Southern Africa; Khotso: The South African Exile Fund; Lawyers' Committee for Civil Rights Under Law South Africa Project; Medical Education for South African Blacks; Open Society Scholars Fund; Operation Hunger, Inc.; St. Barnabas College Fund, Inc.; South African Townships Health Fund; Southern Africa Education Fund; Southern Africa Legal Services and Legal Education Project, Inc.; Southern African Advanced Education and Training Project; Southern African Freedom Through Education Foundation; Tutu Foundation for Development and Relief in Southern Africa; the United States-South Africa Leader Exchange Program; United States-Zululand Education Foundation Inc.; University of Cape Town Fund, Inc.; and the Urban Foundation (USA) Inc. (SM)

ED 313 981 HE 023 086

Whitt, Elizabeth J.; Kuh, George D.

Qualitative Methods in Higher Education Research: A Team Approach to Multiple Site Investigation. ASHE Annual Meeting Paper.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Marriott Corp., Bethesda, MD. Education Services Div.; National Association of Student Personnel Administrators, Inc.

PUB DATE- Nov 89

NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Enrichment Activities; Evaluation Methods; Extracurricular Activities; Higher Education; *Qualitative Research; *Research Methodology; School Activities; Student Interests; *Teamwork

IDENTIFIERS- *ASHE Annual Meeting

A team approach to the use of qualitative methods in a study of high quality out-of-class experiences for undergraduate students at 14 institutions of higher education is described. Four research questions examined: the physical and organizational features characterizing the institutions; the nature of institutional policies related to out-of-class activities; opportunities available for student involvement; and how elements of institutional culture and subcultures influence student involvement. Issues of qualitative research addressed include team composition, data collection, observations, data analysis, establishing trustworthiness and credibility, transferability of findings, and dependability and confirmability. Among conclusions were that multisite qualitative research using multiple investigators is time consuming and expensive, and that the composition of the research team is critical. Such research does work, however, and in this case provided rich and accurate descriptions of individual institutions and factors and conditions across institutions that seem to contribute to high-quality out-of-class experiences. Contains 34 references. (SM)

ED 314 052 IR 052 978

Lemke, Darrell
College Cost Containment Project. Final Report.
Washington Research Library Consortium, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 154p.
CONTRACT- 300870126
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; *Administrative Policy; *Cost Effectiveness; Higher Education; Information Storage; Library Automation; Library Collection Development; *Library Expenditures; Library Facilities; *Library Planning; Operations Research; Preservation; Research Libraries; Shared Library Resources; Telecommunications
IDENTIFIERS- *Cost Containment

In response to serious concerns about the dramatic increases in college and university costs, the Department of Education solicited proposals in May 1987 for innovative projects to explore means of cost reduction or containment which promise significant cost savings, whether accrued in the short- or long-term. The solicitation for cost containment projects also gave emphasis to approaches that can be transferred to other institutions or other groups of institutions. The final report of this project describes the organizational structure and purposes of the Washington Research Library Consortium (WRLC), identifies cost containment issues addressed by the project, and offers the WRLC solutions to these issues. Presented are benefit analyses of projected capital investment and operational costs for WRLC programs, when actual costs and cost savings are known or when they can be estimated. Descriptions of the various approaches under consideration and discussions of the major cost factors are provided when information on costs and cost savings are not yet available for programs to be added in later phases. The Articles of Incorporation and Bylaws for the WRLC, a profile of the WRLC, cost estimates for database creation, and a successful application to the National Endowment for the Humanities are appended to the report. (37 references) (SD)

ED 314 095 IR 053 046

Bansa, Helmut; Hofer, Hans-H.

Artificial Aging as a Predictor of Paper's Future Useful Life.

REPORT NO.- ISBN-0-9622071-0-1
PUB DATE- 89
NOTE- 26p.
AVAILABLE FROM- Abbey Publications, Inc., 320 Center St., Provo, UT 84606 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Archives; Books; Foreign Countries; Library Research; *Paper (Material); *Preservation; Prevention; Scientific Methodology; Statistical Data; Tables (Data); *Thermal Environment; *Thermodynamics
IDENTIFIERS- *Artificial Aging of Paper; West Germany

An experiment with the artificial aging of paper which--in contrast with the usual practice--was carried out at relatively low temperatures (i.e., 50-95 degrees Celsius), and not on laboratory handsheets, but on naturally aged paper from the commercial production of four centuries, produced results justifying the thesis that there may be at best an accidental agreement between the results of artificial aging at high temperatures and natural aging. The chemical processes that take place as paper ages appear to take different temperature-specific courses, so that it is not possible to draw any conclusions from short-term expiration at one (elevated) temperature about the long-term expiration at another (room) temperature. If artificial aging cannot be dispensed with despite this uncertainty, aging should take place at 80 degrees Celsius and 65% relative humidity. The data collected are displayed in 24 tables and 10 figures. (Author/SD)

ED 314 220 RC 017 197

Howley, Craig; Coe, Pam

Hart County Parent Involvement Project. Preliminary Report of Pre- and Post-Test with AEL's Level of Parent Involvement Questionnaire.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jun 89

NOTE- 30p.

CONTRACT- 400-86-0001

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; Improvement Programs; Parent Attitudes; *Parent Participation; Parents; *Parent School Relationship; *Pretests Posttests; Program Evaluation; Public Schools; Questionnaires; Rural Schools; Scores; Small Schools

IDENTIFIERS- Appalachia Educational Laboratory WV; *Community Partnership for School Improvement; *Kentucky (Hart County)

In a demonstration of the Appalachia Educational Laboratory's (AEL's) Community Partnership for School Improvement model, Hart County (Kentucky) community members and school representatives planned and implemented a school improvement project to increase parents' involvement in their children's education. In May 1988, 203 out of 625 questionnaires were completed by randomly selected parents of children in Hart County's six schools. The 30-item questionnaire measured aspects of parent involvement: meeting basic needs, activities at home and school, communications, and involvement in school decision making. Project activities during the 1988-89 school year included a 1-day workshop on parent involvement attended by school staff, 6 school-wide plans, 37 teacher projects aimed at increasing parent involvement, and acquisition of videotapes on parenting for use with parents. A second administration of the questionnaire, completed by 209 of the 625 randomly selected parents at the end of the school year, showed a significant overall increase in parent involvement. The greatest improvement concerned communications by teachers and principals with parents, and involvement by principals of parents in decision making. Scores did not improve in the area of schools helping parents meet their children's basic needs. Although no individual school showed a significant improvement in average total score, 68% of the observed differences in items were in the positive direction. AEL gives three recommendations for building on the success of the 1988-89 project. This report includes nine statistical tables. Appendices contain the instrument used in this study and a revised version for future use. (SV)

ED 314 248 SE 051 105

Lovell, Lynn McLaren; Fletcher, Richard K., Jr.
RDS Mathematics as a Predictor of College Mathematics.
PUB DATE- 17 Nov 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Tennessee Academy of Science (Nashville, TN, November 17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Higher Education; *Mathematics Achievement; Mathematics Education; Mathematics Skills; Mathematics Tests; *Predictor Variables; *Remedial Mathematics; *Remedial Programs; *Sex Differences

This study is a presentation of findings which indicate the relationship between performance scores on the Remedial Developmental Studies (RDS) mathematics curriculum and grades in a specific college level course in College Algebra for students enrolled at Tennessee Technological University. Results indicated that students who had completed the RDS curriculum compared favorably in achievement with students who were not required to take RDS courses in mathematics. These differences were not statistically significant at the 0.05 level of significance. Overall grade point average for the RDS group was 2.31 for the quarter compared to 2.43 for the non-RDS group, again not statistically significant at the 0.05 level. The Pearson correlation coefficient between grade in RDS mathematics and final grade for the college mathematics course was 0.42. In addition, American College Test (ACT) scores and gender were examined as predictor variables. Lists 18 references. (Author/YP)

ED 313 968　　　　　　　　　　　　HE 023 073

Sagen, H. Bradley; And Others
An Organizational Conception of Curriculum and an Application to Professional Education. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 58p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations Education; *College Curriculum; *College Environment; Curriculum Development; Educational Environment; *Educational Planning; *Educational Quality; Higher Education; Organizational Climate
IDENTIFIERS- *ASHE Annual Meeting

Curriculum may be more adequately explained as the work of an organization than as a plan for individual learning. Research is reported based upon case studies of four allied health programs in one university with the intent to employ concepts from the organizational literature to describe a group of curriculums, and to determine if relationships among variables exist and yield a coherent explanation. The four programs were medical technology, nuclear medical technology, physical therapy, and physician assistant. The programs are distinct in having varying relationships to the dominant health care profession of medicine. Descriptions of each program were combined into one descriptive case study with the goal to promote internal validation by utilizing multiple sources of data and the perceptions of multiple investigators, and then rely heavily on internal consistency as the criterion of validity wherever possible. Results are discussed according to: environments of academic programs; boundary setting and boundary spanning; curriculum as an organizational technology; and outline of a tentative model. Curriculum can be most adequately explained by considering it an organizational phenomenon. Higher education curriculum might benefit from an emphasis on more complex organizational technology and structure issues. Contains 44 references. (SM)

ED 314 024 IR 014 105

Guo, Sheng
Microcomputer Processing and Analysis of Sample Survey in Education. A Methodological Case Study.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 88
NOTE- 45p.
AVAILABLE FROM- UNIPUB, 4611-F, Assembly Drive, Lanham, MD 20706-4391.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; *Data Analysis; *Data Processing; Elementary Secondary Education; Foreign Countries; Graphs; Higher Education; Microcomputers; Physical Health; Programing; *Research Methodology; *School Surveys; Spreadsheets; Students; Tables (Data)
IDENTIFIERS- China; *Lotus 1 2 3

This report discusses the methods, techniques, and software applications used in processing the data gathered in a survey of the physical condition and health of students in Guangdong Province, China. The introduction provides background on the survey. Survey grouping, data items, and survey procedures are then described. A discussion of microcomputer data processing covers crude and derived indicators, statistics, hardware and software, data structure, the use of LOTUS 1-2-3 for survey data processing, programming of the data entry module, and programming of the data analysis module. Selected findings are summarized in order to illustrate the capabilities of LOTUS 1-2-3 for data presentation and to demonstrate analyses of the data for comparison of groups and establishment of standards. Some problems encountered with hardware and software and solutions to these problems are considered, and conclusions are drawn regarding applications of microcomputers for survey data processing. The report includes many tables and graphs. A sample of a Chinese student physical condition and health card (in Chinese characters) and the programs written to compare data files for inconsistencies and to calculate common statistics are appended. (MES)

ED 314 039   IR 014 137

Chandra, Peter; And Others
Design Considerations for the Development of Interactive Video (IV) in Nurse Education.
PUB DATE- 88
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Courseware; Feasibility Studies; Feedback; *Instructional Design; *Instructional Development; Interaction; *Interactive Video; Nursing Education; *Task Analysis; Teamwork

A computer assisted learning (CAL) program in the area of intravenous drug administration developed by the Nightingale Project is currently being used in a number of nursing schools and hospitals throughout the United Kingdom. The success of this program and the emergence of interactive video as a significant training medium persuaded the Nightingale Project to carry out a feasibility study into the requirements for a successful implementation of an interactive video for nursing education. This paper describes the various levels of detail involved in the design of the video, the knowledge elicitation procedures that were used, the range of teaching strategies employed, and the various problems encountered together with the solutions developed to overcome them. The aims of the feasibility study were to: (1) identify the range of different skills required to design interactive video courseware; (2) identify the resource implications in terms of staff time and hardware and software requirements; (3) assess the likely availability of skills within the nursing profession to carry out the design and implementation of such a project; and (4) determine the requirements for and cost of technical support from outside the profession. The need for a team approach to the design and development process involving subject matter experts and designers led by an educational systems analyst is highlighted. Task analysis charts and instructional design blueprints are included. (7 references) (GL)

ED 314 148 JC 900 083

Articulation, Fall 1888.
Florida State Board of Community Colleges, Tallahassee.
PUB DATE- 88
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Enrollment Trends; Ethnic Groups; Grade Point Average; Higher Education; Majors (Students); State Surveys; State Universities; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Florida

This articulation report on the Florida State University System (SUS) provides descriptive statistics on students who were enrolled in one of Florida's 28 public community colleges prior to enrolling in their respective universities. Following an overview of articulation in Florida, a series of 15 tables are provided, presenting information on students' sex, race, age, date of entry into the university, hours of credit transferred, and hours of credit earned at the university; the SUS enrollment rate of former community college students; grade point averages (GPA's); student majors; and the performance of associate in arts graduates at SUS. Highlighted findings include the following: (1) in fall 1988, 54,118 former community college students were enrolled in the SUS, representing 34.3% of all SUS undergraduates; (2) in 1988, female students comprised 55% of total transfers at SUS: (3) between 1986 and 1988, the percentage of white transfers decreased by 0.2%, while the percentage of Asians and Hispanics increased slightly; (4) in 1988, 71.1% of the transfers were in their first, second, or third year in the SUS, an increase from 70.3% in 1987 and 70.8% in 1986; (5) 82.5% of the students transferred 60 semester hours or more to the SUS; (6) 65.4% of the transfer students earned a GPA of 2.50 or better while enrolled in the SUS, an increase from 62.9% in 1986; and (7) the GPA of community college students very closely paralleled that of native SUS students. Lists of community college presidents and articulation officers, and university presidents are included. (WJT)

ED 314 162 PS 018 455

Hearing on the Establishment of a National Policy on Children and Youth. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 28 Jul 89
NOTE- 106p.; Serial No. 101-36.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06859-7, $3.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adolescents; *Child Advocacy; *Children; *Child Welfare; Civil Rights Legislation; Federal Government; *Federal Legislation; Hearings; *Public Policy
IDENTIFIERS- Congress 101st

This report presents testimony given at a hearing concerning the establishment of a national policy on children and youth, the Young Americans Act. Under this act, there would be an Office for Children, Youth and Families at the federal level and in each of the 50 states. These offices would support local offices, coordinate programs which affect children, provide economic incentives, and establish an independent council on children, youth and families. Testimony focused on the following topics: personal experiences of youth in the social service network; contents of the proposed bill; the success of the Older Americans Act and its relationship to the Young Americans Act; the importance of the government in empowering youth; the benefits of the act for the nation; the importance of adequate funding; the role of community-based organizations in delivering services; the need to recognize and support ethnic diversity in developing policies; the demographics and characteristics of Hispanic youth; teen outreach; the need for a trust to serve poor and handicapped children; and suggestions for the improvement of the national youth policy. (RJC)

ED 314 177 PS 018 486

Ellison, Carole; Ash, Geraldine
Solving the Puzzle of Child Care: Quality Enhancement Project Centers. Final Report. Child Day Care Planning Project.
Child Day Care Planning Project, Cleveland, OH.
PUB DATE- Jun 88
NOTE- 223p.; For related documents, see PS 018 484-485.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- Day Care; *Day Care Centers; Educational Assessment; *Educational Improvement; Inservice Teacher Education; *Professional Training; *School Effectiveness; *Staff Development
IDENTIFIERS- *Child Day Care Planning Project

This report describes the Quality Enhancement Project (QEP), one of four major components of the Child Day Care Planning Project (CDCPP) of Cuyahoga County, Ohio. The major goal of the QEP was to develop a model for improving the quality of funded centers. The quality of care at 65 funded centers in Cleveland and 11 surrounding suburbs was assessed, and information on program characteristics was collected. Data for criteria concerning administrative issues were analyzed separately from criteria that were observable in classrooms. A total of 214 staff from 34 centers responded to a questionnaire about their perceptions of their centers' programs and administration, and 1,016 parents from 32 centers responded to a questionnaire regarding their perception of their centers. After the assessment, each center developed a work plan. In response to training needs, CDCPP surveyed the center directors regarding their perceptions of barriers to access to training and preferences for training. A series of 23 training sessions was then developed by CDCPP. In addition, a Staff Development Fund promoting professional development was implemented. Essential elements of an ongoing system were identified in the effort to develop an ongoing quality assessment, monitoring, and support system for funded day care centers. (RJC)

ED 314 192 PS 018 514

Davis, Pamela S.
Improving the Skills of Preschoolers through Parent and Teacher Education.
PUB DATE- 89
NOTE- 166p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Achievement; At Risk Persons; *Cooperation; Disadvantaged Youth; *Discipline; Inservice Teacher Education; Parent Education; *Parent Participation; *Parent Teacher Cooperation; Parochial Schools; *Preschool Children; Preschool Education; *Student Improvement

A certified teacher and preschool parent involvement coordinator working in a parochial school designed and implemented a practicum study designed to increase children's success in school and improve the ability of parents and teachers to work effectively with preschoolers. The practicum intervention involved a commitment from the school's director and teachers; the planning and conducting of orientation sessions; assessment of needs of the preschool children, teachers, parents, and the school; development of a parent-teacher education program; and coordination of volunteer services. Evaluation data indicated that the effort was successful. Parents and teachers worked together and used the skills they had acquired to enhance the skills of the preschool children. They were able to identify age-appropriate activities and use effective discipline techniques. Corporal punishment at the school was eliminated. The emphasis on parent involvement increased the number of communications between home and school. The result was an educational partnership between educators, parents, and community volunteers that improved the achievement and behavior of children in the school. Approximately 110 references are cited. Numerous related materials are appended. (RH)

SE

ED 314 233 SE 050 319

A Citizen's Guide to Radon. What It Is and What To Do about It.
Centers for Disease Control (DHHS/PHS), Atlanta, GA.; Environmental Protection Agency, Washington, D. C.
REPORT NO.- OPA-86-004
PUB DATE- Aug 86
NOTE- 17p.; Drawings may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Cancer; *Disease Control; *Environmental Education; *Environmental Influences; *Hazardous Materials; Health Education; *Radiation Effects; *Science and Society
IDENTIFIERS- *Radon

The U.S. Environmental Protection Agency (EPA) and the U.S. Centers for Disease Control (CDC) are concerned about the increased risk of developing lung cancer faced by persons exposed to above-average levels of radon in their homes. The purpose of this pamphlet is to help readers to understand the radon problem and decide if they need to take action to reduce radon levels in their homes. Topics discussed include: (1) what radon is; (2) why radon is a problem; (3) how radon gets into a home; (4) how to detect radon; (5) evaluating radon risk; (6) how to take action; and (7) how to reduce radon risk. (CW)

ED 314 281 SE 051 156

Payson, Patricia
Science Fiction: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.
REPORT NO.- ISBN-0-913705-18-7
PUB DATE- 82
NOTE- 82p.; For other units in this series, see SE 051 153-162. Revised edition.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZM04-R; $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; Language Arts; *Middle Schools; *Science Activities; Science and Society; Science Education; *Science Fiction; *Secondary School Science; Technology

Originally designed for gifted students, these reproducible units on science fiction emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of science fiction. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 910 FL 018 263

Agurcia, Joan Bundy
Increasing Linguistic and Cultural Assimilation through a Language Exchange Approach.
PUB DATE- Jun 84
NOTE- 69p.; M.S. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Acculturation; Bilingual Education Programs; *Cross Cultural Studies; Cultural Awareness; English (Second Language); High Schools; High School Students; *Intercultural Communication; *Limited English Speaking; Program Descriptions; Secondary Education; Second Language Learning; *Spanish; Spanish Speaking; *Student Exchange Programs

The development and implementation of a high school program bringing together 8 limited-English-proficient Hispanic students and 20 students of Spanish as a foreign language is described. The program's objective was to improve relations and decrease linguistic and cultural separation between the two groups. The approach used was multicultural, emphasizing cross-cultural and linguistic studies in Spanish and English. The four steps in program development included: (1) a survey of the class; (2) a test of cultural awareness; (3) merging the two ethnic groups in cross-cultural activities; and (4) evaluating student progress and program success. Results show that students improved linguistically and culturally, and commented favorably on the program. Appended materials include a Latin and American cultural awareness test, pre- and post-test scores on the cultural awareness tests and compositions, samples of cultural assimilators used in the program, and a student questionnaire. (Author/MSE)

ED 313 926 FL 800 041

Terdy, Dennis; Bercovitz, Laura
Home English Literacy for Parents: An ESL Family Literacy Curriculum.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Sep 89
NOTE- 127p.; Original printed largely on yellow and blue paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Literacy; *Competency Based Education; Curriculum Design; Curriculum Guides; Daily Living Skills; *English (Second Language); *Family Programs; *Home Study; Lesson Plans; Limited English Speaking; Literacy Education; *Parent Education; Teaching Methods

The Home English Literacy for Parents (H.E.L.P.) Project and curriculum were developed and implemented in a variety of school programs in the northwest suburban Chicago area. Project services were offered to parents for 5 hours a week at 7 school sites. The curriculum was intended for implementation in a typical adult English-as-a-Second-Language (ESL) education program. The project integrates practical, commonly-used adult language skills and focuses on developing parenting skills. The curriculum packet consists of: (1) a description of student instructional levels (beginning, intermediate, and advanced); (2) Phase I of instruction (English survival competencies); (3) Phase II of instruction (school-related competencies); (4) teaching techniques for Phase II; and (5) sample lesson plans for Phase II competencies. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 313 995 HE 023 104

Halstead, Kent

Geographical Differentials in Cost of Living, Amenities, Wages, and Cost of Government Services: Theory and Measurement.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 22 Dec 89

NOTE- 168p.; All data in this text are illustrative. Final data tables to be reported in a subsequent publication.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Consumer Economics; *Cost Indexes; Costs; *Economic Change; Family Financial Resources; Family Mobility; *Geographic Location; *Government Role; Higher Education; Income; Migration; Place of Residence; Relocation; Taxes; *Wages

IDENTIFIERS- *Cost of Living

The theory and procedures for measuring geographical differentials in cost of living, amenities, wages, and cost of government services are presented. These differences are important to individuals seeking optimal locations, and within groups seeking equitable treatment in locational assignments. Indexes for these factors are reported for 579 cities together with state averages. Spatial price differences for the goods and services purchased by families for everyday living are reported by a geographical Cost of Living Index. Four parts are as follows: (1) cost of living (cost index theory and guides for compilation, cost of living defined and nature of differences, cost of living pricing, and cost of living index compilation); (2) amenities (amenity concepts and theory and regional preference curves and amenity measurement); (3) wages (measurement of prevailing wages, equilibrium wages under pure competition, and prevailing wages and regional amenities); and (4) cost of public services (cost of government services index). Two appendices are regression analysis to predict consumption and home ownership costs and state and local government budget. Eight text tables are attached. Contains 43 references. (SM)

ED 314 009 IR 014 050

Schlenker, Richard M.; And Others
Language Arts, Social Studies and Science. Apple IIGS Computer Appleworks Data Base Training Mini Course.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- May 89
NOTE- 215p.; For other titles in this series, see IR 013 968-979, IR 014 051-055, ED 304 090, and ED 305 087.
LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; *Database Management Systems; Databases; Elementary Secondary Education; *Instructional Materials; Language Arts; *Microcomputers; *Science Instruction; Social Studies
IDENTIFIERS- *Apple IIGS; *AppleWorks

These training minicourse materials include class schedules, a description of class composition, class outlines, and a list of handouts for using AppleWorks database applications with the Apple IIGS computer in language arts, social studies, and science. Classes for each content area include introductions to the Apple IIGS computer, to the AppleWorks program, and to databases. For each of the content areas, information is provided on collecting information for a database and building, storing, arranging, and printing the database. Also included is information on interpreting database prints and curriculum extensions. Handouts include step-by-step directions with diagrams of the screen display for: (1) formatting blank disks; (2) constructing database files; (3) printing database files; (4) exercising database print options; and (5) obtaining help with database files. The following subject area handouts are also included: (1) "First Grade Science and Apples"; (2) "Studying the Chemistry of Fire, Air Composition, and Atmosphere"; and (3) "Chemistry for Kids. Generating Carbon Dioxide in Elementary School Chemistry and Using a Computer To Write about It." (GL)

ED 314 067 IR 053 000

Children's Programming Guidelines.
Cumberland County Public Library and Information Center, Fayetteville, NC.
PUB DATE- 88

NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Art Activities; Bibliographies; *Childrens Libraries; *Creative Activities; Elementary Education; *Music Activities; Preschool Education; Public Libraries; Questionnaires; *Storytelling; *Summer Programs
IDENTIFIERS- Selection Tools

Suggestions for establishing children's library programs in the Cumberland County, North Carolina, library system include descriptions of types of audiences, types of programs, and elements of programs. Selection guidelines for topics and materials cover the following areas: (1) art projects; (2) costumes; (3) creative dramatics; (4) drawing; (5) fingerplays (hand motor activities set to rhyme); (6) flannelboard stories (using colored felt to represent elements of a story); (7) music and songs; (8) picturebooks; (9) props that introduce or are used during stories and other program elements; (10) puppets; (11) traditional storytelling; (12) unifying program elements (a prop or device used at the beginning and perhaps at the closing of each program). Additional sections discuss creative uses of audiovisual equipment; explain the evaluation process for programmers in Cumberland County; discuss common audience problems (e.g., noisy adults during the children's programs) and ways to handle them (e.g., speak to the adults and explain that the background noise interferes with the children's enjoyment of the program); and summer reading clubs and programs. An appendix includes copies of publicity materials and forms for evaluating the preschool program. The remainder of the guide--more than half of it--is a bibliography which lists aids for the selection of children's books and magazines and reference books to support the 12 previously listed topics. (SD)

ED 314 081 IR 053 028

Video and Library Privacy Protection Act of 1988. Joint Hearing before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the House Committee on the Judiciary and the Subcommittee on Technology and the Law of the Senate Committee on the Judiciary. One Hundredth Congress, Second Session on H.R. 4947 and S. 2361.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.; Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

PUB DATE- 3 Aug 88

NOTE- 157p.; Serial No. 110 (House Committee on the Judiciary) and Serial No. J-100-90 (Senate Committee on the Judiciary).

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Federal Legislation; Hearings; *Intellectual Freedom; *Library Circulation; *Library Planning; Position Papers; *Privacy; Public Libraries; Users (Information); *Videotape Recordings

IDENTIFIERS- Congress 100th

This hearing was held to address two bills designed to protect the privacy of users of video and library services, H.R. 4947 and S. 2361. The report opens with the full text of both bills and opening statements made by Representative Robert W. Kastenmeier, Senator Patrick J. Leahy, and Representative Carlos J. Moorhead. Testimony and prepared statements are then presented from Representative Alfred A. McCandless; Judith F. Krug, Director of the American Library Association (ALA) Office for Intellectual Freedom; Janlori Goldman, American Civil Liberties Union; Vans Stevenson, for the Video Software Dealers Association; and Richard A. Barton, Direct Marketing Association. Additional statements from Senator Paul Simon and Senator Alan K. Simpson are also presented. Additional materials reproduced in this report include correspondence with officials from the Federal Bureau of Investigation; the Special Libraries Association; People for the American Way; and the Association for Research Libraries. Relevant correspondence between congressmen is also included. (SD)

ED 314 121 JC 900 037

Drake, David
Desktop Publishing as a Learning Resources Service.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ancillary School Services; Community Colleges; *Computer Graphics; Computer Software; *Computer Uses in Education; Instructional Materials; Learning Resources Centers; *Library Services; Two Year Colleges
IDENTIFIERS- *Desktop Publishing

In late 1988, Midland College in Texas implemented a desktop publishing service to produce instructional aids and reduce and complement the workload of the campus print shop. The desktop service was placed in the Media Services Department of the Learning Resource Center (LRC) for three reasons: the LRC was already established as a campus-wide support facility and a place to seek creative assistance and development of teaching aids; the LRC was a neutral location not perceived as "belonging" to any group; and desktop publishing enhanced existing services provided by the LRC such as graphics, artwork, and photography. After much deliberation, a desktop publishing system was chosen that included a 286-based computer, a standard color monitor, Aldus PageMaker software, and an optional flatbed scanner. Once the basics of the system were learned, it was possible for the staff to produce mini-posters, modify and print original drawings or graphics, and produce camera-ready typeset copy in a variety of fonts. When initiating a desktop publishing service, it is important to: (1) recognize that it takes time to learn the system; (2) inform faculty and staff about what the service can and cannot do; (3) choose a system that is compatible with those already used at the college; (4) purchase all system components from the same vendor; (5) learn the basics of the system before purchasing additional software; (6) educete production staff in the basics of typesetting, graphics, and design; (7) build a portfolio of the paper copies of finished work in addition to storing them on disk; and (8) establish a realistic production schedule. Desktop publishing can provide a college with a wealth of promotional and instructional materials at a fraction of the cost of commercial printing. (WJT)

ED 314 207 PS 018 538

Kamii, Constance, Ed.
Achievement Testing in the Early Grades: The Games Grown-Ups Play.
National Association for the Education of Young Children, Washington, D.C.

REPORT NO.- ISBN-0-935989-32-3
PUB DATE- 90
NOTE- 190p.; Photographs will not reproduce clearly.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, N.W., Washington, DC 20009 (NAEYC Publication No. 340, $8.00. Orders must be prepaid.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- *Achievement Tests; Advocacy; Educational Change; Educational Practices; *Grade 1; *Grade 2; Guidelines; *Kindergarten; Literacy Education; Mathematics Education; Primary Education; School Administration; School Readiness; *Screening Tests; State Departments of Education; Student Evaluation; Teacher Education; *Test Use
IDENTIFIERS- *Developmentally Inappropriate Practices

The purpose of this publication, which is addressed to a variety of audiences including educators, parents, legislators, school board members, members of the press, and voters in general, is to persuade the reader to help stop achievement and readiness testing in kindergarten and first and second grades and to rethink current educational goals and teaching methods. Chapter 1 sketches the development of the testing dilemma and explains test construction terms and concepts. Chapter 2 explains why achievement tests are not valid measures of learning and why they promote developmentally harmful classroom practices. Chapters 3 through 9 focus on the testing dilemma from the perspectives of superintendents, principals, teachers, teacher educators, and consultants in state departments of education (chapters 4 and 9 concern the approaches to the testing dilemma of a school system and a state department of education). These chapters were written by educational leaders initiating fundamental changes in their workplaces. Chapters 10 and 12 describe negative effects of achievement testing on the teaching of reading, writing, and mathematics. Chapters 11 and 13 describe alternative approaches to assessment. The final chapter summarizes recommended actions educators can take to stop inappropriate testing and suggests ways to inform and influence parents, policymakers, the media, and voters. Over 100 references and 65 bibliographic resources are cited. Numerous black and white photographs illustrate the text. (RH)

ED 314 249 SE 051 106

Breaking the Barriers: Linking Children and Nature. Report of the Forum (October 1988).
Roger Tory Peterson Inst. of Natural History, Inc., Jamestown, NY.

PUB DATE- 89
NOTE- 26p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Biology; *Educational Objectives; *Educational Planning; Elementary Education; *Elementary School Science; *Environmental Education; Natural Resources; *Natural Sciences; Organizational Objectives; Policy Formation

The Roger Tory Peterson Institute is concerned with creating experiences in which children face the mysteries and wonders of the natural world and understand their connection with nature. The purpose of the forum was to support the growth of these experiences and the people who create them. The forum covered three broad topics: (1) visions for the relationship between children and nature; (2) barriers to attaining those visions; and (3) specific strategies for overcoming the barriers. This document contains summaries of the three sessions; proposals for change; creative ideas culled from small group sessions; and lists of officers, trustees, staff, speakers, committee members, and participants. (CW)

ED 314 265 SE 051 123

Stonebarger, Bill
Energy and Society: Time, Space and Spirit--Keys to Scientific Literacy Series.
REPORT NO.- ISBN-1-55979-009-1
PUB DATE- 90
NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.
AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation Education; Ecology; Elementary Secondary Education; *Energy Education; Environmental Education; *Instructional Materials; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

Humans have a large advantage over other life forms on earth in that they have been able to use their superior hand and brain power to invent ways to harness energy resources. The discussion in this booklet considers time, space, and spirit. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of the ways humans use energy, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 296 SO 019 666

Corradini, Luciano
Social and Civic Values of Young Italians and the Educational Role of the Family, the School, Local Bodies, Associations, and the Working World.
PUB DATE- Oct 88
NOTE- 30p.; Paper presented at the International Conference on the Development of Civic Responsibility Among Youth (Urbino, Italy, October 8-15, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Attitude Measures; Behavioral Science Research; Family (Sociological Unit); Foreign Countries; National Surveys; Political Issues; Sociology; *Youth
IDENTIFIERS- *Italy

This paper briefly outlines Italian pedagogical research on youth since World War II and presents the sociological interaction of youth to family, friends, work, and current issues. A 1987 survey is reviewed with youth responses given in percentages and ranked according to the importance of family, work, friends, leisure activities, studies and cultural interests, sports, social commitments, religious commitments, and political activity. Youth responses to family, friends, and work are discussed in detail while disaffection for politics, human rights, and international justice, and other controversial issues are examined because Italian youth expressed their powerlessness to change these situations. Prior to the International Year of Youth (1985), Italian schools had not differentiated youth from students. Today, the Italian Ministry for the Family and Social Affairs and the Ministry of Education, along with local governments and public institutions, have created programs to study youth and to provide services to them. A 24-item bibliography of Italian sources is included. (DJC)

ED 313 941 HE 022 901

Brons, Reyer
An Investigation into the Structure of Higher Education Funding.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at an EAIR Forum (11th, University of Trier, West Germany, August 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Educational Economics; *Educational Finance; Foreign Countries; Government Role; *Higher Education; Models; *Student Costs
IDENTIFIERS- *Netherlands; United States

A discussion of the structure of higher education finance begins by establishing a framework for examining the flow of money between and among three parties: students (consumers), institutions (producers), and governments (sponsors). The financial flows between these parties are charted, and the use of the model to describe differences in the funding structures of different higher education systems is illustrated with the Netherlands and United States given as examples. Possibilities for the omission of one or more of the interrelationships between parties are examined. Criteria for judging funding structures are sought in institutional policy issues and stated goals. It is concluded that topics of current interest that may be helpful in bringing about changes in higher education funding include increasing participation, limiting costs, shifting attention from retention rate to success rate, the term of enrollment, and investment in the national knowledge infrastructure. 16 references. (MSE)

ED 313 982 HE 023 087

Deppe, Marilyn J.
The Impact of Racial Diversity and Involvement on College Students' Social Concern Values. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 53p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Blacks; *College Students; Cultural Influences; Enrollment Trends; Ethnic Distribution; Higher Education; Humanitarianism; Longitudinal Studies; Minority Group Influences; Racial Factors; *Social Attitudes; *Student Attitudes; *Values
IDENTIFIERS- *ASHE Annual Meeting

The national, longitudinal study examined whether racially and ethnically diverse student enrollment patterns in otherwise similar colleges and universities increase the likelihood that college students will develop greater social concern and humanitarian values than students in less racially diverse institutions. Using Allport's contact theory which defines the conditions necessary for integrated environments and an input-environment-outcome model, the study compared responses of 4,112 students surveyed by the Cooperative Institutional Research Program in both 1982 and 1986. Data were analyzed (hierarchical multiple regression and analysis of variance) in terms of the model's four components: student input or pre-enrollment characteristics, environment-structural traits, environment-involvement characteristics, and outcomes. Results included: (1) between the freshman and senior years, social concern values declined for white students and increased for black students; (2) racial diversity did not contribute either positively or negatively to student value development; (3) involvement was a critical factor regardless of race, gender, and institution type in students developing greater social concern values; and (4) students attending predominantly white public four-year institutions became less socially concerned over the years and were less involved. Tables are included. Contains 46 references. (Author/SM).

ED 314 096 IR 053 047

Aspects of U.S. Information Policy: An Annotated Bibliography of Federal Laws, Policies, Regulations, Congressional Hearings with Related Monographs, Serials and Studies from the Private Sector.
National Commission on Libraries and Information Science, Washington, D. C.
PUB DATE- Feb 82
NOTE- 79p.; For a related bibliography, see ED 168 586.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Federal Legislation; Foreign Policy; Freedom of Information; *Government Publications; *Hearings; Information Management; Information Technology; Laws; Privacy; *Public Policy
IDENTIFIERS- *National Information Policy; Paperwork Reduction

This annotated bibliography covers the period from 1974 to 1981, with primary emphasis on documents and publications produced between 1978 and 1981. The majority of the publications cited are U.S. government documents; however, the last section includes relevant monographs, journal articles, and conference papers that were selected by the National Commission on Libraries and Information Science. Arrangement is by type of document or publication, and includes the following categories: (1) laws; (2) executive orders, presidential memoranda and statements, and White House press releases; (3) circulars, bulletins, and memoranda from the Office of Management and Budget; (4) federal management circulars; (5) regulations and statutes; (6) standards, manuals, and directories; (7) Congressional hearings; (8) reports of departments, agencies, commissions, and the Congress; (9) background and survey reports from departments, agencies, commissions, and the Congress; and (10) the non-governmental resources. Within each document category, works are divided by seven subject headings: National Information Policy; Privacy Act and the Freedom of Information Act; Information Resource Management; Paperwork Reduction; Data Privacy and Data Security Management; Information Technology; and International Issues and Policies. (SD)

ED 314 135 JC 900 067

Final Report on 1989 Legislation Affecting Community Colleges.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 89
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Community Colleges; *Educational Legislation; *Federal Legislation; Financial Support; Government School Relationship; *State Legislation; Student Financial Aid; Two Year Colleges
IDENTIFIERS- *California

A summary is provided of 1989 legislation of importance to California community colleges. The first section of the report provides an overview of the 1989 legislative year, including both federal and state issues. State highlights concern extensive negotiations over the allocation of funds to community colleges under the newly enacted Proposition 98, changes to the state's expenditure limit, further developments in master plan legislation, and the purpose of a higher education bond measure. Federal legislation summaries focus on educational excellence, the Carl D. Perkins Vocational Education Act reauthorization, student loan defaults, restrictions on supplemental loans to students, the Higher Education Act reauthorization, appropriations, and student financial aid. The remaining sections address California issues only, including details of 1989 bills that were passed by the legislature and signed by the governor, bills vetoed by the governor, and two-year bills. Indexes providing access to the bills by number and subject are provided. (WJT)

ED 314 193 PS 018 515

Wright, Ellen M.

Identifying At Risk Kindergarten Eligible Children through the Development of a Comprehensive Prekindergarten Screening Program.

PUB DATE- 89

NOTE- 141p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *At Risk Persons; *Identification; Inservice Teacher Education; Kindergarten; Parent Participation; *Preschool Children; Primary Education; Program Effectiveness; *School Readiness; *Screening Tests

IDENTIFIERS- *Screening Procedures; *Screening Programs

An educational specialist employed as a learning consultant to schools in a seashore resort community planned and implemented a practicum study intended to address problems in the prekindergarten screening process of the community's primary school. Practicum goals were to: (1) identify children who would benefit from prekindergarten intervention; (2) demonstrate the need for an interdisciplinary team approach to the screening process; and (3) train prospective evaluators, kindergarten teachers, and parents involved in the screening process. Actions taken to attain these goals included administration of a needs assessment survey to screening team members, selection of a new screening instrument, formation of a screening committee, dissemination of information on developmentally appropriate practice and the screening process, and efforts to encourage the attendance of parents and children. Practicum evaluation data indicated that the intervention was effective. Committee members were satisfied with the new instrument, training, screening, and follow-up. Teachers indicated that the summary sheets and follow-up by committee members were helpful in assessing children's ability to acquire skills and identifying children's needs for diagnostic services. Parents were impressed with the smoothness of the process and the follow-up. (Author/RH)

ED 313 956 HE 023 061

Micou, Ann McKinstry
U.S. Church-Related Funding for Change in South Africa: An Analysis and an Inventory. South African Information Exchange Working Paper Number 7.
Institute of International Education, New York, N.Y.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.
PUB DATE- Sep 89
NOTE- 28p.; For related documents, see HE 023 059-060. Also funded by Combustion Engineering and AT&T Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Agriculture; *Church Programs; *Church Role; Community Development; Developing Nations; Educational Development; *Educational Finance; *Financial Support; Foreign Countries; Fund Raising; Leadership Training; Teacher Education; Vocational Education
IDENTIFIERS- *South Africa

A working paper on U.S. church-related funding for (or sponsorship of) South African programs is presented to guide support-seeking organizations in South Africa to appropriate resources and to inform interested parties outside South Africa about potential resources and ways in which they might cooperate or assist. Information is provided in two sections as follows: (1) U.S. church-related projects by area of program initiative (adult education, advocacy, agriculture, bursaries, business development, church leader development, community development, crisis intervention, detainee assistance, education in the United States about South Africa, emergency relief, general support, health, leadership development, legal representation/education, materials development, nutrition, preschools, private nonracial schools, race relations, refugee education/assistance, research, external scholarships, seminars/conferences, teacher training, technical/vocational training, theological education, and youth programs); and (2) participants in the survey (e.g., Africa Inter-Mennonite Mission, African Methodist Church, African Methodist Episcopal Church, American Baptists Churches USA, Building a New South Africa, Catholic Relief Services, Catholic Theological Union, Christian Church in the USA and Canada, Church of the Intercession, Church World Service, Diocese of New York of the Episcopal Church, Episcopal Church in the USA, Lutheran Church-Missouri Synod, National Council of Churches, Riverside Church, Salesian Missions, and Trinity Grants Program). (SM)

ED 313 969 HE 023 074

Brazzell, Johnetta Cross
Bricks without Straw: Missionary-Sponsored Black Higher Education in the Post-Emancipation Era. ASHE Annual Meeting Paper.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; *Black Colleges; *Black Education; Blacks; Educational History; Educational Policy; Equal Education; Higher Education; Institutional Role; Minority Groups; Racial Discrimination; Social Influences; Socioeconomic Influences; *Womens Education
IDENTIFIERS- *ASHE Annual Meeting; *Missionaries; *Spelman Seminary GA

The development of missionary-sponsored black higher education institutions in the post-emancipation era as represented by the creation of Spelman Seminary (a school for black females established in 1881) in Atlanta, Georgia is discussed. Attention is focused on the founding and founders of Spelman and how the educational process was used to shape and define the roles of women who were in attendance. In order to understand the founders and the institution they created, it is imperative to understand the milieu within which they existed, thus understanding: the status and societal expectations of southern black women in the post-Civil War era; the state of elementary/secondary education for blacks; and the role of missionary organizations in the development of southern education institutions. The missionaries, despite their sincerity, were often narrow thinking and myopic in their world view. Too often issues related to blacks were treated from the posture that blacks were the problem. One of the stated educational goals of Spelman was to prepare a college-bred black leadership to uplift the masses; yet, well into the 20th century, after thousands of blacks had received the proper credentials, the faculty, administrators, and boards of trustees of black northern sponsored missionary schools remained overwhelmingly white. It was not until 1987 that Spelman acquired its first black female president. Contains 30 references. (SM)

Beissner, Katherine; Reigeluth, Charles M.
Multiple Strand Sequencing Using the Elaboration Theory.
PUB DATE- 87
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Instructional Design; Physical Therapy; Research Needs; *Sequential Approach; *Theory Practice Relationship
IDENTIFIERS- *Elaboration Theory

This study examined the sequencing of instruction in a course in physical therapy. In the first phase, a procedural elaboration sequence was designed using the Simplifying Assumptions Method. In the second phase, a prescriptive-theoretical elaboration sequence independent of the procedural sequence was designed. A descriptive-theoretical elaboration consisting of principles which describe how the procedures work was designed in the third phase. In the final phase, the three sequences were integrated into a single course sequence. A prescriptive-to-descriptive-to-procedural sequence was selected as the logical order of presentation. Results show that it is possible to have parallel elaboration sequences of different content orientations (procedures and principles) integrated within a given course. Advantages of this design include: (1) students progress from simple to complex principles and procedures at the same time; (2) students develop both procedural and theoretical schemata while learning the interrelationships between the schemata; and (3) the designer is reminded of procedures or principles which might otherwise be missed. The phases and steps for designing related elaboration strands are outlined. The appendixes include an outline of the Simplifying Assumptions Method and the initial and revised blueprints for each of the three elaboration sequences. (13 references) (MES)

ED 314 040 IR 014 408

Oversight Hearing on the Office of Educational Research and Improvement (OERI). Hearing before the Subcommittee on Select Education, Committee on Education and Labor, House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 14 Sep 89

NOTE- 130p.; Serial No. 101-49. For the 1988 Hearing, see ED 305 368; for another 1989 Hearing, see IR 014 409.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Disadvantaged; Educational Finance; Educational Improvement; *Educational Research; Elementary Secondary Education; *Federal Aid; Federal Programs; *Government Role; Hearings; High Risk Students; Information Dissemination; *Policy Formation; *Public Agencies; Public Schools; *Research and Development

IDENTIFIERS- Congress 101st; Department of Education; *Office of Educational Research and Improvement

This hearing was called as one of a series of hearings to address concerns related to the role of the Federal Government and the Office of Educational Research and Improvement (OERI) in reaching the goal of providing equal educational opportunity to all in the United States. Arguing that significant inequalities in educational opportunities still exist, Major R. Owens (Representative from New York and chairman of the subcommittee) points out that these inequalities are most evident in the nation's inner cities and among minorities. He further argues that the federal government has a clear responsibility to provide leadership in the conduct and support of the scientific inquiry into the educational process that is necessary to achieve the goal of quality education. A major problem identified by Owens is the need for additional support for school systems that must provide effective educational programs for at-risk students. The primary concerns addressed by this hearing are the relevance of OERI and its activities to urban schools, at-risk populations, and minority populations; the scale of the long-term problems in education; and effective research and improvement strategies that can adequately respond to these problems. In addition to the opening statement and a prepared statement by Owens, this report includes testimony and prepared statements from six witnesses: (1) Robert A. Dentler, Professor of Sociology, University of Massachusetts at Boston; (2) Christopher Edley, Jr., Professor of Law, Harvard University; (3) Paul T. Hill, co-author of "Educational Progress: Cities Mobilize To Improve Their Schools"; (4) Gerald Jaynes, Study Director, "A Common Destiny: Blacks and American Society"; (5) Lee Etta Powell, Superintendent of Schools, Cincinnati, Ohio; and (6) Wornie Reed, Director, Trotter Institute of Black Culture, University of Massachusetts at Boston. Also included is a prepared statement by Maria E. Torres-Guzman from Teachers College, Columbia University. (BBM)

ED 314 053 IR 052 982

Woods, L. B.; Gallagher, Manning
Are You There God? It's Me, a Censor.
PUB DATE- 80
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Censorship; Elementary Secondary Education; *Intellectual Freedom; Longitudinal Studies; *Moral Values; Obscenity; Publishing Industry; *School Libraries; Tables (Data)
IDENTIFIERS- Wisconsin

This report updates a 1979 article from the Wisconsin Library Bulletin about censorship in Wisconsin from 1966 through 1975. Compiled using data from the American Library Association's Office of Intellectual Freedom (OIF), the report provides information about censorship attempts and actions between 1976 and 1980. From 1966 through 1975, 49 cases of censorship were reported in Wisconsin; from 1975 through 1980, 14 cases were reported. The decrease is attributed to: (1) authors writing more controversially during the 1966-1975 period; (2) the publishing industry choosing not to publishing as many controversial books during the more conservative 1976-1980 period; and (3) laxity in reporting cases of censorship to the OIF by the forces of intellectual freedom in Wisconsin. Censorship cases were reported in seven cities, with six cases reported in Milwaukee. In educational institutions, censorship cases were most often initiated by parents; in noneducational settings cases were initiated by a variety of figures, including a judge, a city official, and a gallery director. Half of the incidents appeared in primary and secondary schools, with four of the eight occurring in high schools; none were reported by colleges or universities. Noneducational institutions involved in censorship cases were a prison, a library, an art gallery, a magazine, a television station, and a nursing home. The reasons most commonly cited for censorship attacks were obscenity, language, pornography, blasphemy, and conflicts with religious beliefs, although national security was cited in the case of the magazine. Of the 14 cases, two were successful, four were unsuccessful, and the rest were either partially successful or the results were unknown. Seven tables summarize the findings. (SD)

ED 314 109 JC 900 022

Sturtz, Alan J.
Symbiosis: The High School Partnership Program.
South Central Community Coll., New Haven, CT. Office of Institutional Research, Planning and Development.
PUB DATE- Oct 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Bound Students; *College School Cooperation; Community Colleges; *Educational Cooperation; High Schools; *High School Students; Program Descriptions; Two Year Colleges

In summer 1987, South Central Community College (SCCC), in Connecticut, entered into partnership agreements with four school districts in its service region to permit high school juniors and seniors with a B average or higher to enroll in and obtain high school and college credit for any regularly scheduled credit courses, at no charge to the student or the district. Under the program, students are invited to register for courses after: they have been identified by a high school counselor, SCCC's president has contacted their parents regarding the program, an orientation session for interested parents and students is completed, and the applications and recommendations are submitted. In fall 1987, 142 students from eight high schools enrolled in 34 different courses at SCCC, with nine students enrolling in more than one course. While 54% of the students performed at a C level or higher, one-third either withdrew or did not come to classes. In spring 1988, 99 students, including 33 continuing students, enrolled at SCCC. Most of the students who did not return for the second semester of the program indicated that other responsibilities had become too great, that they could not work and go to school at the same time, or that they had achieved their academic goals. In fall 1988, the program enrolled 144 students, including 12 returning students. While at least 75% of the participants were female each term, the ethnic distribution of the participants shifted radically from semester to semester. In fall 1988, nine of the students who participated in the program during fall 1987 and/or spring 1988 were enrolled as either full- or part-time degree-seeking students at SCCC. Appendixes include the partnership agreement; sample letters; statistical data on enrollments, student characteristics, grades, and courses; the questionnaire used to survey non-returning partnership students; and a list of problems and issues. (WJT)

ED 314 149 PS 018 219

Hearings on Child Care. Hearings before the Committee on Education and Labor. House of Representatives, One Hundred First Congress, First Session (February 9, March 6, and April 5, 1989).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 89
NOTE- 510p.; Serial No. 101-18. Many of the contributed statements and papers use small print and will not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-06381-1, $15.00).
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Day Care; *Delivery Systems; Early Childhood Education; Federal Government; *Federal Legislation; *Government Role; Information Services; Program Development; Public Policy; Public Schools; Referral; *School Role; Standards; State Government; Tax Credits
IDENTIFIERS- *Congress 101st; *Proposed Legislation

Hearings were held to begin the process of developing legislation to address the child care crisis. Testimony concerns: (1) the Child Development and Education Act of 1989 (H.R. 3) and the 21st Century School program; (2) the use of tax credits to support child care, H.R. 3, and H.R. 30, the Act for Better Child Care (ABC); (3) federal standards and quality of care, salaries, child care staffing, care for infants and toddlers, partnerships, service supply and demand, expenditures on care, and parental preferences; (4) the Child Care and Education 2000 Act; (5) the structure of H.R. 3, the leadership role of public schools, and the interagency approach to service delivery; (6) the need to expand Head Start services, state options, diversity, the process of building capacity for program development, accessibility, affordability, and reliability; (7) the need for a comprehensive national policy on child care and early childhood education, and views of the National Education Association and the National Parent Teacher Association; (8) the experiences of the National Child Day Care Association, findings of a 3-year national study of public school programs for children under 5 years of age, and the importance of resource and referral services; and (9) the American Civil Liberties Union's view of inadequacies in the ABC bill, and the needs of low-income children and small business child care providers. Numerous statements, letters, and supplemental materials are included. (RH)

ED 314 163 PS 018 462

Widmayer, Susan M.; And Others
Intervention with Haitian Entrants in South Florida.
Children's Diagnostic and Treatment Center, Fort Lauderdale, FL.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at the Annual Meeting of the American Public Health Association (Boston, MA, November 13-17, 1988). Also supported by a grant from the State of Florida's Children's Medical Services. Map on p. 9 will not reproduce legibly.
GRANT- FF-G-840-0932-A
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Child Rearing; Early Intervention; *Haitians; *Health Programs; Health Promotion; *Immigrants; *Mothers; *Outreach Programs; Program Effectiveness; Public Health
IDENTIFIERS- Florida (Broward County); Florida (Collier County)

This study investigated the effectiveness of the Haitian Perinatal Intervention Project, which provided services to Haitian women and children in south Florida. The project's goals were to help Haitian mothers obtain health services for themselves and their infants and to provide information concerning child care and cognitive stimulation. Participants were identified in the second trimester of their pregnancy and randomly assigned to an intervention or control group. Intervention group mothers were visited in their homes by Haitian paraprofessionals every two weeks during the last trimester and biweekly for two years after infants' deliveries. Control mothers were visited in their homes twice before delivery, but no postpartum home intervention was provided. The study suggests that a biweekly home intervention program provided by indigenous paraprofessionals to Haitian women during pregnancy and the first 12 months of infants' lives may provide: (1) early and continuing access to prenatal obstetric care; (2) favorable birth outcomes in term delivery and appropriate growth in utero; (3) increased developmental scores; and (4) more appropriate and stimulating mother-infant interaction throughout the first year. (RJC)

ED 314 178 PS 018 487

Berger, Susan R., Comp.; And Others
Children of Divorce: With an In-Service Workshop.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-8106-0246-6
PUB DATE- 89
NOTE- 51p.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock Number 0246-6, $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Divorce; Elementary Secondary Education; Guidelines; Inservice Teacher Education; Learning Activities; One Parent Family; Questionnaires; *School Role; *Student Needs; *Teacher Role; *Workshops
IDENTIFIERS- Legal Information

This monograph provides an inservice workshop approach that school systems can use to address the needs of students who experience divorce. Questions addressed include: (1) What can school systems do to help students cope with their parents' divorce? (2) What can educators do to create a learning environment that is congenial for children who live with one parent? and (3) What resources are available to help teachers meet the needs of children of divorce? Chapter 1 presents research findings and lists recommendations on what can be done in schools to help children of divorce. Chapter 2 discusses effects of divorce at various developmental stages. Chapter 3, which provides the workshop outline, covers consciousness-raising for teachers, parent-teacher conferences, guidelines concerning the single parent for teachers, and legal issues relating to separation and divorce that are relevant to the school. Chapter 3 includes a survey questionnaire for single parents on school programs and policies, parent/school communication, and attitudes of school personnel. Chapter 4 delineates the teacher's role and describes group activities for elementary and secondary school students. An annotated bibliography provides over 75 citations and lists films and videotapes. A resource guide lists over 35 books for students. (RH)

ED 314 221 RC 017 237

Johnson, Christine; Johnson, Ray Lee
Valued Youth Partnership Dropout Prevention Program.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Sep 88
NOTE- 27p.
AVAILABLE FROM- Intercultural Development Research Association, 5835 Callaghan Rd., Suite 350, San Antonio, TX 78228 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cross Age Teaching; *Dropout Prevention; Dropout Programs; Elementary Secondary Education; *High Risk Students; Mexican American Education; Potential Dropouts; Program Evaluation; Self Concept; Tutorial Programs; *Tutoring
IDENTIFIERS- Texas (San Antonio); *Valued Youth Partnership Program

The Valued Youth Partnership of San Antonio (VYP) has been dramatically successful in improving educational opportunities for the highest risk students. In school districts with dropout rates of over 40%, the highest risk students over a 4-year period averaged dropout rates of 2.5%. This booklet provides program results for VYP for the period 1984 to 1988 in terms of program participation, retention, academic achievement, absences, discipline, and self-concept. A total of 525 program participants, grades 6-12, have tutored approximately 1,575 elementary school students. Only 13 of the tutors dropped out of school over the duration of the program. The percentage of participants passing English rose from 53.8% in year 1 to 80% in year 4 of the program. For math, the percentage rose from 56.2% to 82% Student disciplinary referrals also decreased over the 4-year program. Program participants, parents, counselors, and teachers report participants' improved self-concept, enhanced socialization and communication skills, greater independence and responsibility, increased desire to learn and remain in school, and heightened awareness and concern for the future. This booklet contains 11 data tables and numerous anecdotal examples of improvement in participant self-concept. (DHP)

Educating the Next Generation of Agricultural Scientists.
National Academy of Sciences - National Research Council, Washington, DC. Board on Agriculture.
SPONS. AGENCY- Department of Agriculture, Washington, D.C. Science and Education Administration.
REPORT NO.- GR-59-32R6-3-214
PUB DATE- 88
NOTE- 93p.; Prepared by the Committee on Evaluation of Trends in Agricultural Research at the Doctoral and Postdoctoral Level.
GRANT- 59-32R6-3-214
AVAILABLE FROM- Board of Agriculture, National Research Council, 2101 Constitution Ave., N.W., Washington, DC 20418.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agricultural Occupations; *Agricultural Trends; Agriculture; *College Science; *Employment Patterns; Employment Projections; *Employment Statistics; *Research; Scientists

The Committee on Evaluation of Trends in Agricultural Research at the Doctoral and Postdoctoral Level was established to analyze issues related to the next generation of agricultural scientists. This report contains the findings, conclusions, and recommendations regarding the status and future needs of agricultural scientists. This report focuses on the number and quality of doctoral scientists working in agricultural, food, and related sciences. Additional topics discussed include: (1) new employment opportunities in food, fiber, and other agricultural industries; (2) the profile of agricultural scientists; and (3) the committee's projections of the future demand for agricultural research scientists. Appendices include statistics profiling agricultural scientists, a list of data sources, and a coded list of specialties of agricultural scientists. (CW)

ED 314 282 SE 051 157

Tanner, Joey

Paleontology: Self-Directed Study Units for Grades K-3 and 4-8, Gifted. Easily Adapted for Regular Classroom Use. Zephyr Learning Project.

REPORT NO.- ISBN-0-913705-06-3
PUB DATE- 83
NOTE- 68p.; For other units in this series, see SE 051 153-162. Adapted from "Paleontology" by Judith Enz and Joey Tanner.
AVAILABLE FROM- Zephyr Press, 3865 East 34th Street, Suite 101, Tucson, AZ 85732-3448 (ZP15-R, $16.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Earth Science; Elementary Education; *Elementary School Science; *Gifted; Instructional Materials; Interdisciplinary Approach; Junior High Schools; *Middle Schools; *Paleontology; *Science Activities; Science Education; *Secondary School Science

Originally designed for gifted students, these reproducible paleontology units emphasize the use of higher order thinking skills and are appropriate for use in any classroom. Interdisciplinary in content, the units provide a broad view of paleontology. Included are two complete units, one created for the upper elementary gifted student and the other for the lower elementary gifted student. Suggestions for adapting the materials to fit other classrooms are included. Several learning modalities are designed into the materials to encourage active student participation. (CW)

ED 313 911 FL 018 265

Al-Azzawi, A. S.

Teaching English Literature to Iraqi Students of Translation: A Study in Cultural Overlap.

PUB DATE- 89
NOTE- 21p.; Paper presented at the Annual Conference of the International Association of Teachers of English as a Foreign Language (23rd, Warwick, England, March 31-April 3, 1989). Type is often faint and of uneven quality.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Arabic; Communication Skills; *Cultural Awareness; Cultural Context; *English (Second Language); *English Literature; Foreign Countries; Higher Education; *Literature Appreciation; Poetry; Skill Development; Teaching Methods; *Translation; Uncommonly Taught Languages

IDENTIFIERS- *Iraq

An approach to teaching English literature to first-year students of translation, emphasizing literature as a vehicle of culture, of literary experience, and for development of communication skills in English as a Second Language, is recommended based on one teacher's experience at an Iraqi university. Literature is seen as a means of helping students to gain insight into both their own culture as well as other cultures. Translation from English to Arabic is used as a means of making comparisons of the different cultures. In the beginning, the focus of this approach is placed on cultural similarities, and later on differences in outlook. The roles of plot, style, structure, vocabulary, figurative language, and writing conventions for different genres are examined to enhance student exposure to the literary experience. Language skills are taught through literature by discussion of authors' methods, motivations, and experiences. In particular, poetry is used to help students assimilate aesthetic values in literature. The approach is intended to stimulate both cultural understanding and mastery of linguistic codes. (MSE)

ED 313 927 FL 800 048

Perspectives on Organizing a Workplace Literacy Program.
Arlington County Public Schools, Va.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 58p.; Appendices (p. 29-53) of poor legibility.
GRANT- V198A80135
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; English (Second Language); Hospitality Occupations; *Inplant Programs; Job Skills; *Labor Education; Language Tests; *Literacy Education; Needs Assessment; Program Development; Program Evaluation; Second Language Programs; Student Evaluation; Teacher Selection; Vocabulary Development
IDENTIFIERS- *Workplace Literacy

This handbook capsulizes the many steps in developing, implementing, and evaluating a workplace literacy program, and is written from the perspectives of both the educator and the employer. The handbook has been written for business leaders and for adult basic education and English-as-a-Second-Language (ESL) educators. While the suggestions in the handbook are useful for any business, and either basic skills or ESL programs, the curriculum sections and some examples are drawn from ESL experience in hotels. Each of the two sections outlines the considerations in initiating a workplace literacy program and an action plan. The education section discusses specific steps in curriculum development, teacher selection, program evaluation, and pre- and post-testing. The business section outlines preparatory steps for contributing to a program partnership. Appended materials include an application, employer needs assessment, employee progress report, a student self-evaluation, a supervisor rating, and class evaluation forms, a language functions and vocabulary chart, and a 46-item bibliography. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 314 010 IR 014 051

Schlenker, Richard M.; Schlenker, Deborah S.
Merging Data Base and Word Processing Files Using Appleworks V1.3 and the Apple IIe Computer. First Edition.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 88
NOTE- 22p.; For other titles in this series, see IR 013 968-979, IR 014 050-055, ED 304 090, and ED 305 087.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; *Database Management Systems; Databases; Instructional Materials; *Microcomputers; *Word Processing
IDENTIFIERS- *Apple IIe; *AppleWorks

This guide was developed as a "how to" training device for merging database and word processing files using Appleworks and the Apple IIe computer with a Duodisk or two disk drives. Step-by-step directions are provided for transferring the database file, printing the file, moving to the word processor file, and merging documents. Also included are directions for altering the width of the database information. For each step, a diagram of the of the screen display is included. (GL)

ED 314 082 IR 053 031

Commission on Preservation and Access. Annual Report July 1, 1988-June 30, 1989.

Commission on Preservation and Access, Washington, DC.

PUB DATE- Sep 89
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Archives; Financial Support; Foreign Countries; Information Networks; *International Cooperation; Library Collections; National Libraries; Nonprofit Organizations;

*Preservation; *Shared Resources and Services; *Technological Advancement
IDENTIFIERS- Acid Free Paper; Austria; East Germany; France; Great Britain; Venezuela; West Germany

This annual report describes the activities of the Commission on Preservation and Access, a private, nonprofit organization that works through existing institutions and groups to foster, develop, and support collaboration among libraries and allied organizations in order to ensure the preservation of the published and documentary record in all formats, and to provide enhanced access to these records. This report highlights the International Project, the commission's initial pilot project which began in June of 1988 and consists of an exploratory study with the national libraries of Great Britain, France, West Germany, East Germany, Austria, and Venezuela to determine the extent to which preservation records exist in each country; to identify the difficulties of converting those records to machine-readable form and of entering them into a common database; to decide on the level of bibliographic detail needed to exchange records easily; and to determine the best way to proceed in creating a shared database capacity. Information is also provided on the organization and governance of the commission; the nationwide Brittle Books Program; institutional initiatives; communication linkages; selection criteria for materials to be preserved; new technologies; copyright implications of copying deteriorating materials; and supporting activities. Lists of directors, committees, and staff involved with the commission are appended, as well as a list of commission and related publications. An audited financial statement is also included. (SD)

ED 314 136 JC 900 068

Seboda, Barbara L.

Follow-Up of 1984 Entrants. Research Report Number 60.

Howard Community Coll., Columbia, Md.
PUB DATE- May 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Transfer Students; Community Colleges; Education Work Relationship; Followup Studies; *Outcomes of Education;

*Participant Satisfaction; Questionnaires; *Student Attitudes; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Two Year College Students

In 1988, a follow-up mail survey was conducted of 1984 entrants at Howard Community College (HCC) in Maryland to determine their educational and career achievements subsequent to their community college experience and to assess the effectiveness of the college from the students' perspective. Questionnaires were sent to all 1,160 student who entered HCC for the first time in fall 1984. Usable responses were received from 183 former students, for an adjusted response rate of 23%. Males and minorities were relatively under-represented in the respondent sample. Major survey findings were as follows: (1) 65.3% of the respondents entered HCC with a high school diploma, 9.5% had a college certificate or an associate (AA) degree, 5.9% had a bachelor's degree, and 8.3% had an advanced degree; (2) transfer to a four-year college was reported by almost one-third of the respondents as their most important reason for attending HCC, and a variety of job-related motives accounted for another two-fifths of the respondents; (3) 70% of the survey sample had attended part-time; (4) almost equal percentages listed completing courses (37%) and earning an AA degree (35%) as their initial educational goals; (5) three-fifths indicated that they were very successful in reaching their goal, and two-thirds indicated that the HCC courses were very helpful in achieving that goal; (6) college attributes were rated good to very good by over 75% of the respondents were lab equipment, class scheduling, faculty availability/helpfulness, overall quality of college, and quality of instruction; (7) almost 45% of the respondents started their current job after leaving HCC; and (8) among transfer students, one-fifth had completed a bachelor's degree. The survey instrument is appended. (JMC)

ED 314 250 SE 051 107

Melmed, Arthur S.; Burnham, Robert A.
New Information Technology Directions for American Education. Improving Science and Mathematics Education. Final Report.
New York Univ., NY. School of Education, Health, Nursing, and Arts Professions.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Dec 87
NOTE- 77p.; Appendix 2 contains small print and may not reproduce well.
GRANT- NSF-MDR-8652287
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Oriented Programs; Computers; Educational Technology; *Futures (of Society); *Information Technology; Mathematics Education; *Mathematics Instruction; Science Education; Science Equipment; *Science Instruction; Teacher Education; Technological Advancement; *Technology Transfer

This report is an analysis of the findings of four workshops exploring the ways interactive technology can be considered an option for improving American education after 25 years of research and development. Sections include: (1) "Manpower Needs and School Problems"; (2) "Science and Technology Option"; (3) "Barriers and Strategy"; and (4) "To Move Forward." The first program element aims to seed the development, distribution and maintenance of sophisticated new software for science and mathematics education. The second program element concerns selected large-scale educational trials aimed at demonstrating substantial improvement in science and mathematics education that require radical departure from traditional school arrangements. The third program element concerns strengthening the nation's applied cognitive science capacity, which is necessary to undergird development of a science and technology option over the long run. Teacher preparation and training is touched upon at the close. Summary reports of the four workshops are appended. (YP)

ED 314 266 SE 051 124

Stonebarger, Bill

Evolution: Time, Space and Spirit--Keys to Scientific Literacy Series.

REPORT NO.- ISBN-1-55979-006-7
PUB DATE- 90

NOTE- 37p.; This is one of a series of 16 booklets written with consultation from the History of Science Department at the University of Wisconsin-Madison. For other booklets in this series see SE 051 117-132. Drawings may not reproduce well.

AVAILABLE FROM- Hawkhill Associates, Inc., 125 E. Gilman Street, Madison, WI 53703 ($2.15 each, $1.95 for 10 or more copies of the same title).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biological Sciences; Conflict; Controversial Issues (Course Content); Elementary Secondary Education; *Evolution;

*Instructional Materials; Middle Schools; *Reference Materials; *Resource Materials; *Science and Society; Science Education; Science History; Scientific Literacy; *Secondary School Science; Technology

Throughout history, there has been controversy about the origin of the variety of life on earth. The sciences of evolution and taxonomy are intimately tied to this controversy. This booklet considers time, space, and spirit related to evolution. Time refers to a sense of history; space refers to geography; and spirit refers to life and thought. Several chapters on the history and concepts of evolution and systematics, a time line related to the concepts, a map of the important geography related to these concepts, a glossary of important terms, and a list of several study suggestions are included. (CW)

ED 314 297 SO 020 191

Munski, Douglas C., Ed.
Bulletin of the Association of North Dakota Geographers. Volume XXXVII, 1987.
Association of North Dakota Geographers, Grand Forks.; North Dakota Univ., Grand Forks. Dept. of Geography.
PUB DATE- 87
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Careers; *Ecological Factors; Economic Factors; Elementary Secondary Education; Geographic Concepts; Geographic Regions; *Geography; *Hydraulics; Map Skills; Social Science Research; Water; Weather
IDENTIFIERS- *Bankruptcy; Geography Awareness Week; *North Dakota

The first paper in this volume, "Geomorphic Effects of Flood-Control Channel Works" (H. Rasid), examines the basic mechanisms of morphologic instabilities in man-made or modified channels in terms of their altered hydraulic characteristics and geomorphic responses to such induced changes. Two tables, two figures, and a 33-item bibliography are included. "An Exploratory Study of Bankruptcy and Its Ecological Correlates in North Dakota" (P. Meartz) examines bankruptcy as an indicator of economic stress within a community. An attempt is made to explore the nature of the ecological setting in which bankruptcies occur in North Dakota. Four maps and a 28-item bibliography are included. "Initial Development of North Dakota's First Geography Awareness Week" (D. Munski) chronicles North Dakota's participation in the first annual Geography Awareness Week, a nationwide celebration. A 9-item bibliography is included. "North Dakota Lesson Plan Packet" (A. Asbeck; D. Munski) is a compilation of lesson plans for precollege geographers, intended for local reproduction and use. The final section of the Bulletin contains nine evaluative book reviews. (JB)

ED 313 942 HE 022 925

Beanblossom, Gary F.; Rodriguez, Blanca Rosa
Characteristics of Stafford Loan Program Defaulters: A National Sample.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Comparative Analysis; Federal Programs; Higher Education; *Loan Repayment; National Surveys; *Student Characteristics; *Student Loan Programs
IDENTIFIERS- Loan Default; *Stafford Student Loan Program

This study examined characteristics differentiating defaulters on Stafford student loans (formerly Guaranteed Student Loans) from non-defaulters. Data were drawn from a sample of 100,000 records randomly selected from the fiscal year 1987 guarantee agency cumulative borrower file. A cohort of 7,382 borrowers taking out their last loan in FY 1983 was divided into defaulters and non-defaulters. The relationships of five variables (institution type, adjusted gross income, dependent/independent status, enrollment status--graduated or withdrew, and years of schooling completed) with each other and with default/non-default status were examined. The study also provides cohort default rates for various borrower subpopulations based on a large, national random sample, furnishes a comprehensive summary and critique of the literature, and suggests potentially fruitful avenues for further research. (MSE)

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume V.
SPONS. AGENCY- Association for Institutional Research.; Association for the Study of Higher Education.
REPORT NO.- ISBN-0-87586-093-1
PUB DATE- 89
NOTE- 420p.; For Volumes III and IV, see ED 308 758.
AVAILABLE FROM- Agathon Press, 111 Eighth Avenue, New York, NY 10011 ($54.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Archives; Change Strategies; College Bound Students; College Choice; College Faculty; College Presidents; College Students; *Educational Planning; *Educational Research; *Educational Theories; Environmental Influences; Faculty Development; Faculty Evaluation; Higher Education; Labor Market; Labor Supply; Models; Socialization; Student Financial Aid

Eleven papers on theory and research in higher education have the following titles and authors: "Strategy and Effectiveness in Systems of Higher Education" (Ellen Earle Chaffee); "Responsibilty Without Authority: The Impossible Job of the College President" (Robert Birnbaum); "Trouble in the Land: The Paradigm Revolution in the Academic Disciplines" (Yvonna S. Lincoln); "Effects of Academic Labor Markets on Academic Careers" (Ted I. K. Youn); "Faculty Evaluation and Faculty Development in Higher Education" (John A. Centra); "Higher Education's Odd Couple: Campus Archives and the Office of Institutional Research" (John R. Thelin and Marsha V. Krotseng); "Student Financial Aid and Institutional Behavior: How Institutions Use and Benefit from Student Aid" (Michael S. McPherson, Alan P. Wagner, and Nancy Willie-Schiff); "Understanding Student College Choice" (Don Hossler, John Braxton, and Georgia Coopersmith); "Undergraduate Socialization: A Conceptual Approach" (John C. Weidman); "Log-Linear Models: Applications in Higher Education Research" (Dennis E. Hinkle, James T. Austin, and Gerald W. McLaughlin); and "Managing Uncertainty: Environmental Analysis/Forecasting in Academic Planning" (James L. Morrison and Thomas V. Mecca). Author and subject indices are provided. (SM)

ED 314 068 IR 053 001

Clear Purpose...Complete Commitment. A Long-Range Program To Provide Louisianians with Library and Information Services Adequate to Their Needs, 1989-1993.
Louisiana State Library, Baton Rouge.
PUB DATE- 89
NOTE- 83p.; For the 1987 report, see ED 287 494.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Aid; *Information Needs; *Information Services; Library Cooperation; Library Networks; Library Planning; *Library Services; *Long Range Planning; *Public Libraries; Shared Library Resources; *Statewide Planning
IDENTIFIERS- Library Services and Construction Act; *Louisiana

This publication serves several purposes. It identifies specific inadequacies in public library services, resources, facilities, and personnel in Louisiana. It identifies the people who are to be served, and reveals the geographical, sociological, economic, and educational barriers to the expanded use of libraries. Finally, it presents specific goals and objectives as part of an overall plan to overcome both inadequacies and barriers in the state's public libraries. It also highlights the activities of the Louisiana State Library and its administration of Library Service and Construction Act (LSCA) funds, but its focus is on the challenge of improving library services to all citizens of the state. A 5-year program designed to meet that challenge is described, including plans for programs of public library construction, training of library personnel, interlibrary cooperation, and shared resources programs. It is noted that LSCA funds enable the State Library to provide special programs reaching the handicapped, the illiterate, the institutionalized, the aged, the limited English-speaking minorities, and others. Appended materials contain an organization chart of the Louisiana State Library; 10 maps depicting various demographic factors; a list of the members of the LSCA State Advisory Council on Libraries; and a statement of LSCA criteria, priorities, procedures, and policies. (SD)

ED 314 097 IR 053 048

Wilke, Janet Stoeger, Comp.
Bibliographies of Children's Books.
Kearney State Coll., Nebr.
PUB DATE- Aug 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; *Adolescent Literature; Annotated Bibliographies; Bibliotherapy; *Childrens Literature; Curriculum Development; Early Childhood Education; Elementary Secondary Education; Exceptional Persons; High Interest Low Vocabulary Books; *Reference Materials

This annotated guide is designed to provide assistance in the identification of resources useful in locating books about various subjects related to children or appropriate for various grade levels. The 17 sections include entries for 86 books and articles in and about the following areas: general subjects/all grade levels; best book lists; bibliotherapy; children's literature (foreign countries); curriculum connections; elementary school; exceptional children; gifted children; high interest/low vocabulary; high school/young adult; intermediate/middle school/junior high school; literary prizes; minorities; nonsexist literature; picture books; preschool/primary; and storytelling. Each entry provides the bibliographic citation, a one-paragraph abstract, Library of Congress call numbers, cross references to other entries, and suggestions for further reading. Introductory material includes a three-step process for locating books on various subjects in the library at Kearney State College, Nebraska. (SD)

ED 314 122 JC 900 038

Mississippi Public Community & Junior Colleges: Statistical Data, 1988-89.

Mississippi State Board for Community and Junior Colleges, Jackson.

PUB DATE- 89

NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Community Colleges; Degrees (Academic); *Educational Finance; Educational Resources; *Enrollment; Expenditures; Income; *Institutional Characteristics; Public Colleges; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; *Two Year Colleges; Two Year College Students
IDENTIFIERS- *Mississippi

Statistical data for Mississippi's 15 public community and junior colleges are presented in this document, providing information on enrollments, revenues, expenditures, program and degree completions, faculty and staff demographics and salaries, learning resources, dormitory utilization, and transportation services in 1988-89. Introductory remarks are followed by tables showing: (1) full-/part-time, credit and non-credit enrollments by college and by residence; (2) enrollment trends; (3) sources of revenue and county tax support; (4) student fees and charges; (5) expenditures by function and objective, per full-time enrollment, and auxiliary expenditures; (6) program and degree completions by college; (7) faculty and staff demographics, salary schedules, and faculty salaries versus regional averages; (8) learning resources statistics; (9) dormitory utilization; and (10) transportation services. (JMC)

ED 314 054 IR 052 983

Woods, L. B., Comp.
Bibliography on Censorship and Intellectual Freedom, 1976-88.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Censorship; Elementary Secondary Education; Higher Education; *Intellectual Freedom; *Library Role; Moral Values; Obscenity; Public Libraries; Publishing Industry; School Libraries

This annotated bibliography is a compilation of books, articles, ERIC documents, and dissertations on censorship and intellectual freedom that were published between 1976 and 1988, representing approximately 50 authors. Its target audience includes librarians, English teachers, journalists, and laypeople. One third of the 60 entries include annotations that describe the incident that prompted the writing of the article or book, quote from the material, or briefly summarize its content. Entries focus on censorship issues: (1) in public, school, and academic libraries together with the role of librarians; (2) related to textbooks and school curricula; (3) in school publications; (4) in the media; and (5) on a government level. (SD)

ED 313 499 RIE VOL.25,NO.05 FROM: ED 314 298 0003

DOCUMENT RESUME MAY 1990 TO: ED 314 549

ED 314 298 SO 020 264

Herlinger, Jan, Ed.
College Music Symposium. Journal of the College Music Society, Volume Twenty-Eight, 1988.
College Music Society, Boulder, CO.
PUB DATE- 88
NOTE- 182p.; Occasional music notation in small type will not reproduce well.
AVAILABLE FROM- College Music Society, 1444 Fifteenth St., Boulder, CO 80302 ($35/year).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Curriculum Design; Higher Education; *Music; *Music Education; *Music Teachers
IDENTIFIERS- Berlioz (Hector); Foster (Stephen); Mozart (Wolfgang A); *Musicology; Wolf (Hugo)

"College Music Symposium" is published annually in one volume. This issue is devoted to four areas of music. "Musicology" contains five articles: "Communicating Musicology: A Personal View" (L. Lockwood); "'Music History' as a Set of Problems: 'Musicology' for Undergraduate Music Majors" (J. Hepokoski); "Musicologists and Generalists: A Medieval Perspective" (K. Levy); "Musicology and the Music Major" (M. Murata); and "Machaut for the Masses, or How Musicology Ruins Your Teaching" (K. Rohrer). "Music of the Masters--and Others?" contains five articles: "The Authenticity of the Symphony in A Minor (K16a) Attributed to Mozart: A Stylistic Study" (S. Fruehwald); "Program and Sonority: An Essay in Analysis of the 'Queen Mab' Scherzo, from Berlioz's 'Romeo and Juliet'" (B. Shamgar); "Stephen Foster and His Publishers, Revisited" (S. Saunders); "Tradition and Creation: Hugo Wolf's 'Fussreise'" (C. Hatch); and "Chromatic Completion: Its Significance in Tonal And Atonal Contexts" (P. Paccione). "Campus Focus" contains two articles: "The Curriculum Design Process in Music" (E. Jorgensen); and "The Bachelor of Music Degree and the Marketplace" (G. Rogers). Five book reviews are included. (PPB)

ED 314 313 SO 020 383

Bell, Denise A.; Mirochnik, Elijuh
A Guidebook to Selected Projects in Design Education.
American Inst. of Architects, Washington, D.C.; Boston Society of Architects, MA.; Massachusetts Council on the Arts and Humanities, Boston.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 89
NOTE- 102p.
AVAILABLE FROM- Boston Society of Architects, 305 Newbury Street, Boston, MA 02115 ($5.25).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Architecture; *Building Design; Community Planning; Curriculum Enrichment; Elementary Secondary Education; Human Resources; *Landscaping; Land Use; Learning Activities; Resource Materials; *School Community Programs; *Urban Environment; *Urban Planning
IDENTIFIERS- Heritage Education; *Massachusetts

Design education includes those projects or activities where children are actively engaged in a process of making and doing with architecture, landscape architecture, urban design, and/or city planning as a context for the learning activity. The goal of such experiences is to sensitize children to their surroundings and better inform them about the process of design that ultimately affects the physical, social, and economic conditions of their community. This directory lists selected design education projects that have been grouped into the following categories: (1) teacher generated/teacher taught (11 projects); (2) teacher initiated/designer or design educator taught (28 projects); (3) curriculum through teacher/designer collaboration (22 projects); (4) community as classroom (15 projects); (5) teacher-training workshops (9 projects); (6) summer programs (4 projects); and (7) public information (17 projects). Each category is subdivided into Massachusetts and national projects, and brief descriptions are given of all projects. Following the project descriptions is a 32-page resource list of individuals and organizations able to offer technical assistance, program methodology, and materials to educators. These are arranged in the following categories: (1) heritage education organizations, (2) clearinghouses, (3) professional associations, (4) community organizations, (5) higher education institutions, (6) foundations, (7) design education consultants, (8) publications, and (9) educational resources. A 48-item bibliography is included. (JB)

ED 314 327 SO 020 436

Hertzke, Allen D.; Scribner, Mary K.

The Politics of Federal Day Care: The Nexus of Family, Church, and the Postive State; or Why Is It So Difficult To Get Legislation Passed and Why Will It Look the Way It Does When Congress Gets Through.

PUB DATE- 31 Aug 89

NOTE- 34p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Day Care; Day Care Centers; *Family (Sociological Unit); *Federal Aid; Federal Government; *Federal Legislation; Parent Participation; Public Education; Social Science Research; *State Church Separation

IDENTIFIERS- Proposed Legislation

Federal support for day care was first proposed in 1971; it remains an issue in 1989. Added to the battles between those who see day care as an educational program and those who view it as a logical extension of state economic assistance to low income families, and between those who favored tax credits and those who advocated direct appropriations, has been the church versus state issue. What happens when up to 40 percent of the potential vendors of a service to be subsidized by the federal government are churches or organizations housed in church buildings and when the establishment clause of the First Amendment is currently interpreted as prohibiting public support for religious institutions? The debate sparked by this question, in turn, touched upon deeper questions about how government should intervene in family matters and childhood development. One approach is to assist clients directly rather than through the day care centers. Refundable tax credits or a voucher option would allow parents to choose the facility they desire. Additionally, day care has implications for public education. The growing critique of education appears to have undermined faith in traditional governmental approaches while enhancing the salience of parental choice arguments. This document traces the development of these issues by weaving together historical material and published accounts with interviews conducted in Washington during the summer of 1989. An 11-item bibliography is included. (JB)

ED 314 341 SO 020 470

Wood, Robert W.; And Others
Status of Social Studies Education in South Dakota Elementary Schools.
South Dakota Univ., Vermillion. School of Education.
PUB DATE- Jul 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Research; Elementary Education; *Elementary School Curriculum; *Social Studies; State Surveys
IDENTIFIERS- *South Dakota; *Status Reports

This study examined the status of elementary social studies in South Dakoa in relation to: (1) instructional time; (2) instructional strategies; (3) the use of the textbook and other materials; (4) the availability of professional growth resources; (5) specific subject and skill areas of emphasis; and (6) the professional perceptions of principals toward curriculum and instruction. Findings indicated that time spent teaching social studies in South Dakota elementary schools was less than national trends. The textbook was the predominant material used in teaching social studies, while supplementary materials used most were maps/globes, audiovisuals, and teacher-prepared materials. Common instructional strategies were discussion, group projects, field trips, and games. Areas that received extra emphasis in social studies were citizenship at the K-2 grade levels, American Indian education and citizenship at the grade 3-4 levels, and geography at the grade 5-6 levels. Economics received little emphasis at all grade levels. Few elementary schools received the journals "Social Education", "The Social Studies" or "Social Studies and the Young Learner" as professional growth resources. Principals ranked social studies and science as the least important subject areas in terms of their schools commitment when compared to reading, mathematics, and language arts. Text includes four statistical tables and four graphs. The survey instrument and cover letter are appended, and a 20-item bibliography is included. (Author/JB)

ED 314 356 SO 020 495

Hardesty, Carolyn, Ed.
Iowa and World War I.
Iowa State Historical Society, Iowa City.
PUB DATE- Nov 89
NOTE- 33p.; Some photographs and illustrations may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Diaries; Elementary Education; Fear; Learning Activities; Local History; Military Training; Propaganda; *Social Studies; Songs; *State History; *United States History; War
IDENTIFIERS- *Iowa; Posters; *World War I

This issue of the children's quarterly magazine, "The Goldfinch," focuses on World War I. A brief discussion of how the United States came to enter the War is followed by a discussion of propaganda. An article on the use of posters to encourage citizens to participate in the war effort is illustrated with reproductions of several of these posters. A further article, also illustrated with poster reproductions, discusses how U.S. citizens at home helped the war effort by saving fuel and food and by loaning money to the federal government. An article about Camp Dodge, near Des Moines, describes the soldiers' life there and is illustrated with photographs. This is followed by a short discussion of the Spanish influenza epidemic of 1918. Another article, about World War I songs, is illustrated with words and music of two songs: "I Didn't Raise My Boy to Be a Soldier," and "Over There." Iowa Governor Harding's "Babel Proclamation" is used as an example of the consequences of fear during war. Excerpts from the diary of a 15-year-old Iowa girl give some idea of what life was like for teenagers during the War. Various activities (word games, quizzes, mazes) are scattered throughout the issue. Many black and white photographs and illustrations are included. (JB)

ED 314 372   SP 031 755

Dottin, Erskine S.
Thinking about Teacher Education: Philosophical Issues and Perspectives.
PUB DATE- 87
NOTE- 31p.; Keynote address presented at the Annual Conference of the Philosophy of Education Association of Nigeria (10th, Benin, Nigeria, June 19, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Objectives; *Educational Philosophy; Foreign Countries; *Foundations of Education; Institutional Mission; *Relevance (Education); *Socialization; Teacher Education Curriculum; Teacher Effectiveness
IDENTIFIERS- *Nigeria

Philosophical reflections are offered on the ultimate aims of education and the social mission and responsibilities of teachers. An overview is given of education in the United States and the parallels that may be seen between the role of education in American and Nigerian societies. In discussing teacher education, it is pointed out that it is important for teachers to fully understand the philosophy, social forces, institutions, and human relations upon which the formal educational system is based. (JD)

ED 314 389 SP 031 832

Kirchhoff, Susan

Collaborative University/School District Approaches for Student Teaching Supervision.

PUB DATE- Nov 89

NOTE- 8p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; *Elementary School Teachers; Elementary Secondary Education; *English Instruction; Higher Education; *Mathematics Instruction; Preservice Teacher Education; *Student Teacher Supervisors; Student Teaching; Supervisory Methods

This paper describes collaborative university/school district teaching supervision approaches in which fully-released public school teachers shared student teaching supervision with college supervisors in three program areas: mathematics, English instruction, and elementary education. Six teachers, all fully-released from their teaching responsibilities, had been serving as mentors to first year teachers participating in an induction program and helping experienced teachers in an assistance program. These responsibilities comprised half of their load, allowing them to supervise student teachers on a half-time basis. Three supervised in the elementary education area, two in secondary mathematics education, and one in secondary English education. The shared supervision was implemented differently in each program area. The advantages of the shared supervision approaches in each of the areas are discussed. (JD)

ED 314 406 SP 031 909

School Nurse Manual.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 89
NOTE- 269p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Health Education; *Health Programs; *Health Promotion; *School Health Services; *School Nurses

This monograph presents a detailed outline of the major components of a comprehensive school health program. The program provides students with health instruction, delivers health services to students and staff, and provides a safe and healthful school environment. The focus of the publication is on the role and responsibilities of the school nurse in implementing the program. The eight chapters cover the following areas: (1) the history of school health programs; (2) planning, implementing and evaluating health services; (3) health counseling; (4) health education; (5) special education; (6) medical care of school personnel; (7) non-registered nurse personnel; and (8) the framework of practice and philosophy of school nursing. (JD)

ED 314 423 TM 013 247

Huff, Kimberley; And Others

A Comparative Analysis of Achievement Gains and Related School Characteristics.

PUB DATE- Mar 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; Analysis of Covariance; Comparative Analysis; Elementary School Students; Grade 5; Grade Prediction; Intermediate Grades; *Multiple Regression Analysis; Predictor Variables; *Pretests Posttests; *Reading Achievement; School Demography; *School Effectiveness; Scores; Standardized Tests
IDENTIFIERS- *Gain Scores; *Residuals (Statistics)

This study examined the differences between actual and predicted school achievement on a grade 5 standardized reading posttest. The primary objective was to identify which schools are performing above expectation on a posttest by examining multiple regression residuals and, concurrently, which school level variables are associated with that exceptional achievement. The data consisted of pretest and posttest scores on the Degrees of Reading Power test for almost 1300 fifth grade students enrolled in 20 schools in a Community School District in New York City, or about 86% of the total enrolled. Pretest scores were from an administration of the test in the spring of 1984 and the posttest scores were from a second administration in the spring of 1986. The dependent variables were the gain score adjusted by analysis of covariance (ANCOVA), posttest scores adjusted by the method of adjusted averages, and the unadjusted mean gain score. Two school level variables--poverty index and percent of limited English proficient students--were significant. Three schools had large enough residuals to be considered extraordinary in their achievement gains. Gain scores adjusted by ANCOVA had little effect on controlling pretest differences among schools because of the lack of a pooled linear relationship between pretest scores and gain scores. The method of adjusted averages, however, requires no such relationship and represents an alternative for comparing achievement gains while controlling for pretest performance. Four data tables are provided. (Author/TJH)

ED 314 436 TM 014 226

June, Barbara; And Others

Actual vs. Expected Achievement of Students in a District Which Has Implemented the Effective School Model.

PUB DATE- 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Achievement Tests; Elementary Education; *Elementary School Students; Grouping (Instructional Purposes); High Risk Students; Intermediate Grades; Predictive Measurement; School Districts; *School Effectiveness; Socioeconomic Influences; *Teacher Expectations of Students; Test Results; *Test Validity; Theory Practice Relationship

IDENTIFIERS- *California Achievement Tests; *Effective Schools Project

A study was conducted to determine if actual California Achievement Test subtest scores were significantly different than expected in a large, urban school district that had just implemented its first component--staff development--based on the Effective School Model (ESM). Subjects consisted of 1,591 fourth through sixth graders and 1,557 sixth through eighth graders who had been grouped according to subgroup characteristics. Regression was used to obtain predicted scores and a dependent t test was applied to compare the actual and predicted means. For sixth and eighth graders, overall achievement was at or above the expectancy level for most subgroups. Average actual reading scores for sixth graders were significantly higher than expected; however, sixth-grade students from upper socioeconomic groups fell significantly below expectations for reading and language. For eighth graders, actual average reading and mathematics scores were significantly below expected. Findings suggest that educational administrators should: (1) continue to implement the components of the ESM, initiating measurement of student success immediately and focusing on high-risk students; and (2) attend to long-term, rather than short-term, trends. Two data tables are included. (Author/TJH)

ED 314 450 TM 014 265

Davidson, Betty M.; Giroir, Mary M.

Comments on Better Uses of and Alternatives to Significance Testing.

PUB DATE- 9 Nov 89

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Effect Size; *Reliability; Research Design; Researchers; *Scientific Methodology; Statistical Analysis; *Statistical Significance

IDENTIFIERS- *Significance Testing

Controversy over the proper place of significance testing within scientific methodology has continued for some time. The suggestion that effect sizes are more important than whether results are significant is presented. Effect size can be defined as an estimate of how much of the dependent variable is accounted for by the independent variables. Interpretations of statistical significance can be seriously incorrect when the researcher underinterprets an outcome with a large effect size that is nonsignificant or overinterprets an outcome that involves a small effect size but which is statistically significant. These problems can be avoided if the researcher includes effect size in result interpretation. It has been stated that statistical significance was never intended to take the place of replication in research. Researchers must begin drawing conclusions based on effect sizes and not statistical significance alone; and the replicability and reliability of results must be recognized, analyzed, and interpreted. Two tables illustrate effect sizes. (SLD)

ED 314 463 TM 014 336

Kitinoja, L.
Effects of Perceived Involvement of Stakeholders on Readiness for Utilization of Program Evaluation Results by County Administrators in the U.S. Cooperative Extension Service.

PUB DATE- Oct 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Administrators; Client Characteristics (Human Services); *County Programs; *Evaluation Utilization; Evaluators; *Extension Agents; *Program Evaluation; Self Evaluation (Groups)
IDENTIFIERS- Cooperative Extension Service; *Readiness for Evaluatior Utilization; *Stakeholder Evaluation

A study involving a simple random sample of 180 county-level administrators employed by the U.S. Cooperative Extension Service assessed the effects of client and administrator involvement as stakeholders in evaluation. A posttest-only control group design was used. Variables included level of administrator involvement as stakeholders and level of client involvement as stakeholders. Each subject was assigned to one of nine treatment groups, reflecting nine permutations of a simulated evaluation report. The instrument was administered via the mail. Three mailings of the questionnaire booklet and follow-up postcards resulted in a final response rate of 94%. Results indicate that: (1) involvement of administrators had no direct effect on administrators' readiness for evaluation utilization; (2) perceptions of technical adequacy, increased stakeholder participation, and the perceived quality of the report were substantially related to utilization readiness; (3) attitude toward evaluation and readiness for evaluation utilization were significantly related; (4) the relationship between attitude toward evaluation and training in evaluation was negligible; and (5) a significant portion of the variance in readiness for utilization was explained by the variables in the generated model. Two flowcharts and one bar graph are included. (TJH)

ED 314 477 TM 014 368

Hebbler, Stephen W.; And Others
Student Satisfaction Survey: One Component of Institutional Effectiveness at the University of Alabama.
PUB DATE- Oct 89
NOTE- 16p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; Accreditation (Institutions); *Administrator Attitudes; Attitude Measures; Course Evaluation; *Department Heads; Evaluation Utilization; Followup Studies; Graduate Students; Graduate Surveys; Higher Education; *School Effectiveness; *Student Attitudes; Student Evaluation of Teacher Performance; Undergraduate Students
IDENTIFIERS- *Graduate Student Satisfaction Survey; *Student Satisfaction Survey; University of Alabama

This study was conducted to examine the usefulness of survey results and the ways in which the results were used, and to gather recommendations for improving the surveys and/or the reports. The Student Satisfaction Survey (SSS) was developed to assess undergraduate students' attitudes toward their major areas, their departments, and the University of Alabama. The survey was administered to juniors and seniors enrolled in programs (majors) that were preparing for a 5-year program review or for re-accreditation by an external crediting agency. Results of the survey were provided to all deans and department chairpersons in the programs involved. A second survey instrument, the Graduate Student Satisfaction Survey (GSSS), was administered to graduate students in programs preparing for program review or re-accreditation. To determine the usefulness of the results of these two surveys, questionnaires were mailed to each program chair who had received a report from either the SSS or GSSS; 13 of the 18 questionnaires mailed to undergraduate report recipients and 10 of the 15 questionnaires mailed to graduate report recipients were returned. Responses indicate that information provided to department administrators from the administration of the surveys to students was useful. Items dealing with courses, the faculty, and the department were viewed as more useful than were those focusing on university services and student background characteristics. The most common use of the results was in preparing for re-accreditation or a University of Alabama program review. Twelve data tables are provided. The student survey instruments are appended. (TJH)

ED 314 491 TM 014 407

Antes, Richard L.
Preparing Students for Taking Tests. Fastback 291.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-291-7
PUB DATE- 89
NOTE- 37p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth St. and Union Ave., P.O. Box 789, Bloomington, IN 47402-0789 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Multiple Choice Tests; Objective Tests; *Parent Role; *Standardized Tests; Study Guides; *Teacher Role; Test Anxiety; *Test Coaching; Test Format; Testing Problems; Test Wiseness

Suggestions for students, parents, and teachers on how to prepare students to take standardized tests are presented. The value of deliberate efforts to teach students test-taking skills is supported by research. Activities to prepare students include the following: (1) teachers should develop some of their tests and worksheets in formats similar to those of standardized tests to increase the students' familiarity with the format; (2) a comfortable and appropriate place should be established for testing, since the physical environment in which testing is conducted can make a difference in student performance; and (3) test-taking skill programs may be offered. These programs should cover: (1) the purposes of testing; (2) the mechanics of taking tests; (3) the development of strategies for various types of items; (4) practice in synthesizing the main ideas from a paragraph; (5) practice in making inferences; and (6) test anxiety and how it can be overcome. (SLD)

ED 314 505 TM 014 437

Maryland Accountability Testing Program Annual Report, 1988-89 School Year.

Maryland State Dept. of Education, Baltimore.

PUB DATE- Jun 89
NOTE- 150p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Annual Reports; Elementary Secondary Education; Graduation Requirements; Public Schools; Scores; Standardized Tests; *State Programs; *Testing Programs; Test Results
IDENTIFIERS- California Achievement Tests; *Maryland Accountability Assessment Program

The Maryland Accountability Testing Program Annual Report is a reference document for the public that includes a survey of current test results and the progress being made by Maryland public school students in grades 3, 5, and 8. The California Achievement Tests are the standardized achievement tests used to provide the information required by legislative mandate. This report includes reading comprehension, language total, and mathematics test scores. Maryland students are scoring above the national norm sample in all skills areas, but the upward trend in average grade equivalent (GE) scores has slowed. Comparison of current GE scores for Maryland students to national norms is not highly informative since the norms were established in 1976-77. Comparison of current Maryland students to previous Maryland students is more informative and can be made via analysis of the second and third table in this paper. Five tables present information about achievement at the state level; 123 pages of tables provide the results for individual districts and schools in the 24 counties. Appendices to this report include: (1) the public law on educational accountability; (2) the State Board of Education resolution on the assessment program; (3) Maryland prerequisites for graduation; and (4) a description of the instruments used to measure academic achievement. (SLD)

ED 314 518 UD 027 184

Chubb, John E.; Moe, Terry M.
Educational Choice: Answers to the Most Frequently Asked Questions about Mediocrity in American Education and What Can Be Done about It. Wisconsin Policy Research Institute Report, Volume 2, No. 3.
Wisconsin Policy Research Inst., Milwaukee.
SPONS. AGENCY- John M. Olin Foundation, Inc., Alton, Ill.
PUB DATE- Mar 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Competition; *Decision Making; Educational Change; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Private Schools; School Administration; *School Choice; *School District Autonomy; School Effectiveness; School Organization

Parental choice represents a promising approach to school improvement; it eliminates the excessive regulation, inefficient operation, and ineffective service that characterize the public monopolies that American schools and school systems have become. However, school reformers should bear in mind the following key points: (1) school performance can be easily undermined by well-intentioned reform unless schools are given the autonomy to develop their organization themselves; (2) discretion and authority for decision-making should be given to the schools; (3) school competition and parental choice, not administrative accountability, are likely to encourage the development of autonomous schools that perform effectively; and (4) schools must be freed from the control of central education authorities. The following issues of interest to politicians, journalists, administrators, and educators are discussed: (1) recent trends in learning, student achievement, and school performance; (2) the relationship between school organization and school performance; (3) the organizational characteristics of effective schools; (4) the importance of autonomy from outside authority; (5) the consequences of the many school reforms and improvements of the 1980s; (6) promising approaches to school improvement; (7) the operation, effectiveness, and outcomes of a system of competition and choice; (8) the problems of a system based on the demands of parents and students who do not really know what is best for them; (9) the cost of transporting students; and (10) participation of private schools. A list of 41 references is included. (FMW)

ED 314 530 UD 027 206

Berryman, Sue E.
Education and the Economy: A Diagnostic Review and Implications for the Federal Role.
Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 88
NOTE- 55p.; Paper presented at the Aspen Institute's "Seminar on the Federal Role in Education" (Aspen, CO, July 31-August 10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Conference Papers; *Economic Change; *Economic Factors; *Educational Needs; *Education Work Relationship; Elementary Secondary Education; *Federal Government; Futures (of Society); *Government Role; Job Training; Literature Reviews; Relevance (Education)

Changes in the American economy and in the nature and organization of work fundamentally challenge the educational system and have implications for the Federal Government's role. Case studies of the insurance, banking, and textile industries demonstrate the following changes in the nature and structure of work: (1) both service and manufacturing industries are moving from a production orientation to a product and customer orientation, from mass production to flexible production; and (2) computerization usually increases skill demands. The following disconnections between education and the economy are discussed: (1) mismatches between school and non-school settings in the structure of knowledge used and the social structure of its use; (2) differences between employers' and educators' perceptions of problems; (3) problems with the signalling systems between school and work settings; and (4) organizational differences between schools and industries. The following economic changes that affect post-secondary education and training are discussed: (1) conflict between labor demand and supply; (2) employers' training investment patterns and their consequences; and (3) changing patterns of employer training investment. The following recommendations for the federal role in education are discussed: (1) reconceptualize the federal role in education; (2) lead efforts to revitalize education; (3) invest in educational research and development; (4) eliminate narrow job-specific vocational education at the secondary level, integrate academic and vocational learning, and extend this integration through the elementary grades; (5) unify education and training policy; and (6) think through a policy on training vouchers for workers. A list of 51 references is appended. (FMW)

ED 314 543 UD 027 223

Lyons, James J.

Legal Responsibilities of Education Agencies Serving National Origin Language Minority Students. National Origin Desegregation Assistance. Technical Series.

American Univ., Washington, DC. Mid-Atlantic Equity Center.

PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Historical Materials (060)
DESCRIPTORS- *Bilingual Education Programs; Civil Rights Legislation; Compliance (Legal); *Court Litigation; *Educational Legislation; Elementary Secondary Education; English (Second Language); *Federal Courts; Federal Legislation; *Limited English Speaking; Minority Group Children; *Student Rights
IDENTIFIERS- Civil Rights Act 1964; Legislative History

This document traces the evolution of federal protection of the educational rights of language-minority students, beginning with the enactment of Title VI of the Civil Rights Act of 1964 and the first steps of the (then) Department of Health, Education and Welfare (HEW) to ensure local school district compliance through its Office of Civil Rights (OCR). A review of federal civil rights laws concludes that state and local educational agencies have special responsibilities for designing and implementing, with the necessary and appropriate resources, programs that will enable national origin-minority students who are limited in their English language proficiency to surmount language barriers. Furthermore, student academic performance is the ultimate criterion used by the courts to judge whether an agency is fulfilling its legal responsibilities to language-minority students. The effects of the following key federal court decisions and laws are discussed: (1) Lau v. Nichols (1974); (2) the Equal Educational Opportunities Act (EEOA) of 1974; (3) the Education of the Handicapped Act and the Rehabilitation Act of 1973; (4) Serna v. Portales Municipal Schools (1974); (5) Clintron v. Brentwood Union Free School district (1978); (6) Rios v. Reed (1978); (7) Guadaloupe v. Tempe Elementary School District No. 3. (1978); (8) Castaneda v. Pickard (1981); (9) Keyes v. School District No. 1 (1983); (10) Gomez v. Illinois State Board of Education (1987); and (11) Y. S. v. School District of Philadelphia (1988). A list of 94 references is appended. (FMW)

ED 314 373 SP 031 757

Bell, David; Roach, Patricia B.

Alternative Certification: Pathway to Success or Blind Alley to the Teacher Shortage.

PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the American Teacher Educators Mid-America Conference (Kingston/Durant, OK, October 4-6, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Elementary Secondary Education; *Internship Programs; Mentors; *Nontraditional Education; *Program Development; *Teacher Certification; Teacher Education
IDENTIFIERS- *Alternative Teacher Certification

This paper presents the Arkansas alternative plan for teacher certification, provides a profile of the persons involved in the pilot, and compares this plan with the Association of Teacher Educators' recommendations for minimum standards for alternative certification programs. Upon completion of a 3-week intensive training session, the apprentice teacher becomes eligible for placement in qualifying school districts. Additional training is provided during the school year and through a second intensive summer training session. The plan utilizes trained master teacher mentors. Throughout the training program, apprentice teachers are evaluated according to the same regulations and procedures which govern the evaluation of fully certified teachers in the participating districts. (JD)

ED 314 390 SP 031 836

Fabert, Barbara; Hawes, Deanna

An Effective Inservice Training Model for "Youth in Crisis--Reducing the Risks."

PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Decision Making; *Delivery Systems; Elementary Secondary Education; *High Risk Students; *Inservice Teacher Education; *Program Development; Program Effectiveness; *Program Implementation; *Staff Development; Workshops

A description is given of the development of a training model designed to provide assistance to school districts in exploring and implementing programs for dealing with high risk students. The program activities are organized and modeled according to thirteen "quality practices" suggested by exemplary programs in the literature and research on inservice and staff development. These quality practices relate to: (1) the organization of the workshops; (2) the determination of the topic and content of each workshop; and (3) the design and delivery of the workshops. A description is given of each quality practice and how it is modeled in the training program. Fourteen references are included. (JD)

ED 314 407   SP 031 916

Tishler, Anne G.; Ernest, Bill
Career Dissatisfaction among Alabama Teachers: A Follow-Up.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989). Appendix (one page) contains small print.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Change; Elementary Secondary Education; *Job Satisfaction; *Multiple Employment; Professional Recognition; *Teacher Attitudes; Teacher Burnout; Teacher Characteristics; *Teacher Salaries; Teacher Shortage; *Teaching Conditions

This study replicated earlier state-wide studies of Alabama, Tennessee, and Texas teachers with a current sample of Alabama teachers. Data from a random sample of 196 teachers in the fall of 1988 revealed that more than one-third of the state's teachers are seriously considering leaving the profession. They cite inadequate pay as their major reason for leaving, followed by stress and burnout, poor working conditions, and lack of support from administrators and the public. The group expressing plans for a probable career change are mature, experienced, and highly educated. They come from all types of school systems, and their distribution across grade levels does not differ significantly from other teachers. Among this group of highly dissatisfied teachers, more than one-third moonlight and have extra summer jobs to supplement their pay. Not only are there more moonlighting teachers among those seriously considering leaving the profession but, in addition, there are significantly more male teachers who moonlight. Since the state has recently reported a "critical shortage of males" among its teachers, these data indicate an escalation of that problem. (JD)

ED 314 451 TM 014 279

Schneider, Gordon D.; And Others
Development of a Psychometric Instrument to Distinguish Adaptive from Nonadaptive Internal Locus of Control.
PUB DATE- Nov 89
NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Cluster Analysis; *College Students; Factor Analysis; Higher Education; *Locus of Control; *Measures (Individuals); Personal Autonomy; Personality Traits; *Psychometrics; Rating Scales; Self Concept Measures; *Test Construction; Test Validity; Validity
IDENTIFIERS- *Internality Externality; Rotter Internal External Locus of Control Scale

An attempt to develop a locus of control scale that would differentiate one's sense of control over events that are highly controllable from one's sense of control over events that are typically uncontrollable by the individual is described. It was hypothesized that the more remote events are from one's personal control (e.g., events in the lives of others, acts of nature, international events), the greater the likelihood that perceived control over the events will be non-adaptive. This study attempted to identify conceptual and quantitative clusters within the newly designed scale and to relate scores on these clusters to scores on the internal/external dimension of Rotter's Internal/External (I/E) scale. An attempt was also made to evaluate the convergent and divergent validity of the conceptual and quantitative clusters by assessing predicted relationships between these clusters and other physical and psychological measures included in a large test battery. Focus was on determining what clusters of events best differentiate adaptive from non-adaptive internality. The original 72-item scale and several established inventories, including the Rotter I/E scale, were given to approximately 930 students at the University of Tennessee (Knoxville), Pellissippi State Technical Community College, and Carson-Newman College (Jefferson City). Confirmatory and exploratory factor analyses were conducted on subject responses. After the factor analysis process, 34 items were retained in the scale. Several correlations between the factors of the revised instrument and other indicators of health showed that the perception of non-adaptive control was related to higher perceived stress. A table represents the rotated factor pattern. (SLD)

ED 314 492 TM 014 408

Elam, Stanley, Ed.

The Gallup/Phi Delta Kappa Polls of Attitudes toward the Public Schools, 1969-88. A 20-Year Compilation and Educational History.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-438-3
PUB DATE- 89
NOTE- 234p.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth St. and Union Ave., P.O. Box 789, Bloomington, IN 47402-0789 ($9.00).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070) Numerical/Quantitative Data (110)
DESCRIPTORS- Demography; Educational Attitudes; Educational Development; Educational History; Educational Policy; *Educational Trends; Elementary Secondary Education; Excellence in Education; *National Surveys; Public Education; *Public Opinion; Public Schools; Public Support; Role of Education; School Support; Statistical Data
IDENTIFIERS- *Gallup Poll; *Phi Delta Kappa

This volume reports the major findings and tabulated statistics of the Phi Delta Kappa/Gallup Polls of the Public's Attitudes toward the Public Schools for a 20-year period, beginning with the first poll in 1969 and ending with the 1988 poll. Each of the Gallup Organization's 20 annual reports is the basis of a chapter in the book, and each chapter contains some of the questions and responses of the respective year's polls. As a result of this organization, the book also serves as a history of education in the period. Each chapter is preceded by an essay based on feature articles entitled "The Year's Ten Most Important Education Events," produced each year by Ben Brodinsky for the Educational Press Association of America. Certain questions were asked repeatedly in the 20-year period, providing a database of information. Each year a sample of between 1,505 and 2,118 adults in the United States of voting age, in all parts of the country and all types of neighborhoods, has been polled. In 1970, 1971, and 1974, between 250 and 299 high school juniors and seniors were also interviewed. In 1972 and 1973, 270 educators and 306 educators, respectively, were interviewed. Starting from a high of 44% in 1969, the percentage of respondents with children in public school dwindled gradually until reaching an average of about 28% for the past 11 years; however, it went up to 31% in 1987. The percentage of respondents with children in non-public schools has been fairly constant, generally 5% to 8%. Together, the polls show that increased public familiarity with the schools results in increased public respect. Educators must make sure that the public understands what the schools can do best with the resources that are available to them. Appendix 1 explains the sampling and research procedures of the polls. Appendix 2 describes the Polling Attitudes of the Community on Education (PACE) program, which assists communities in conducting local polls. Appendix 3 describes differences between educators and the public on questions of educational policy. (SLD)

ED 314 506 TM 014 581

Eagle, Eva; Schmitt, Carl
Consequences of Delay in Postsecondary Education: Degree Attainment for 1972, 1980, and 1982 High School Graduates. E.D. TABS. National Longitudinal Study 1972. High School and Beyond.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-402
PUB DATE- Jan 90
NOTE- 66p.; Data Series: SP-HSB-80/86-4.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Degrees (Academic); Educational Attainment; *Enrollment; Grade 10; Grade 12; Graduate Surveys; *High School Graduates; High Schools; Institutional Characteristics; *National Surveys; Postsecondary Education; Statistical Data; *Stopouts; Student Characteristics; *Tables (Data)
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

This Department of Education (ED) Tabulation provides data in six tables on the effect of delay in entering postsecondary education (PE) on degree attainment for 1972, 1980, and 1982 high school graduates. The data compare the patterns of delay in PE among these three cohorts by pattern of enrollment, type of institution, and selected student characteristics. Estimates in the six tables were based on either the National Longitudinal Study of 1972 high school seniors, the High School and Beyond 1980 senior cohort, or the High School and Beyond 1980 sophomore cohort. Data elements used in this analysis for the 1980 senior and sophomore cohorts were drawn from the base year and first through third follow-up surveys. Data for the 1972 senior cohort were drawn from the base year, first through fifth follow-ups, and transcript file. The data show that delays in beginning PE lower the rate of degree attainment. Students who begin PE immediately after graduating from high school are more likely to complete a postsecondary degree than are those who delay entry. Students in 4-year institutions who delayed initial enrollment were more likely to attain their degree than were those who delayed while at other types of institutions. A table displays the location of a few key statistics and their standard errors. Technical notes and a discussion of the methodology are included. (RLC)

ED 314 299 SO 020 316

Guasti, Lucio
A Description of Political Training Carried Out in the Youth Movement of the "Democrazia Cristiana" between 1977 and 1978.
PUB DATE- Sep 89
NOTE- 34p.; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, September 16-22 1989). Light, broken type. Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholics; Foreign Countries; Higher Education; *Political Affiliation; *Political Socialization; Politics; Program Evaluation; Textbooks
IDENTIFIERS- *Democrazia Cristiana (Italy); *Italy

After seeing a keen interest stimulated by a residential course of political training, the executive of the Youth Movement (Democrazia Cristiana) in the province of Reggio Emilia (Italy) decided to abandon the traditional training methodology, which consisted of one or two residential courses evey year on current political issues on the party's history or ideology. The new political training program chosen by the executive was to be scheduled regularly as a part of the annual program; in this way there would be time to check the work done during the year. This new program aimed at making people independent by discussing unusual topics such as politics as a science, and the history of political doctrines. The four phases of the program consisted of 12 weekly meetings at the provincial level, a 3-day conference, 12 bi-weekly meetings, and a final 3-day conference. Each level had a required reading component and involved increasingly complex issues. Most of the people who took part in the initial course are now in the training field. This political education program was prepared for young Catholics between the ages of 18 and 25. The paper breaks down the program in terms of purposes, cycling, staffing, contents, and other factors. (PPB)

ED 314 314 SO 020 387

Brumberg, Stephan F.
Preach Americanism! The Education of Immigrants during the Great War.
PUB DATE- 28 Mar 89
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Acculturation; *Citizenship Education; Educational Policy; *Federal Programs; *Immigrants; Intergroup Education; Public Opinion; *Social Integration; Socialization; Subcultures; United States History
IDENTIFIERS- *Americanization; Committee on Public Information; *World War I

For the United States, fighting World War I involved not only preparing young citizens to fight the enemy abroad, but rooting out alien enemies at home. The national consensus, believed vital to success, presupposed a common set of values, shared behaviors, and a high degree of identification with the nation. The more homogeneous the population, the more likely it would voluntarily and spontaneously coalesce behind a common plan of action. Differences became suspect and a threat to consensus. The desire to aggressively assimilate new immigrants became linked to questions of loyalties and allegiances in wartime. The nation turned to its schools as a way to communicate its policies and generate popular support for the War. It also looked to the schools to counter dissent and to acculturate immigrants so that they would mesh with the established U.S. community and join the crusade to "make the world safe for democracy." The urgency of the movement led to direct federal involvement in Americanization programs and related work in immigrant education. This paper examines the federal government initiatives regarding Americanization, as represented by the work of three agencies: (1) the Bureau of Naturalization, (2) the Bureau of Education, and (3) the Committee on Public Information. The activities initiated by each agency are described, with emphasis on how each sought to transmit its program to the local level. An effort is made to assess the effects, if any, of these programs on the U.S. immigrant population. (JB)

ED 314 328 SO 020 437

Steuernagel, Trudy
Gender Neutrality: Women's Friend or Foe?
PUB DATE- 3 Sep 89
NOTE- 22p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Rights; *Employed Women; Females; *Feminism; Sex; *Sex Bias; Sex Differences; *Sex Discrimination; *Sex Fairness; Sex Role; Social Science Research

Gender neutral public policies are those that are either silent on the question of the existence of significant gender differences or incorporate a perspective which mandates that such differences be ignored. Prominent voices today contend that gender neutrality favors males and have held the male standard as the one for which women should aspire. Others argue that gender neutrality has denied the role of the family in women's lives and ignores the needs of women who reject the feminist movement. Historically, feminism has been of two types: (1) individualist, which ignores gender and makes no attempt to favor the mothering role over any other; and (2) relational, which defines women in terms of childbearing and/or nurturing capacities. One must keep in mind that the apparent dichotomy is not shaped by innate distinctions in how people think about women's lives or in how women live their lives, but by the manner in which the U.S. public policy system operates, forcing people to choose one or the other side in a fight that is not of feminism's own making. It is the system itself that has been silent on gender. Women have pushed for reforms that have given women rights equal to men and now have been challenged to use that system to provide special treatment so that women can exercise those rights. The equity and equality dichotomy threatens feminism's future cohesiveness. This need not be the case. The social construction of gender is changing, and the feminist movement must take care to guide this change. (JB)

ED 314 342 SO 020 471

Mayton, Dan
Spontaneous Concern about Nuclear War: Value Priority Differences in Adolescents.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 30 Apr 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Western Psychological Association (69th, Reno, NV, April 30, 1989).
GRANT- G00-8720244
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Attitude Measures; Beliefs; Comparative Analysis; Elementary Secondary Education; *Nuclear Warfare; Peace; *Personality Measures; Questionnaires; Social Cognition; *Student Attitudes; *Values; World Problems
IDENTIFIERS- Mann Whitney U Test; Rokeach Value Survey; Spontaneous Concern About The Nuclear Threat Scale

The devastation of a nuclear confrontation between the superpowers would clearly change the world in catastrophic ways. The purpose of this study was to identify differences in the value priorities for individuals who spontaneously expressed a concern about nuclear war and those who did not. A written questionnaire was administered to a sample of 5,128 adolescents from grades 6 through 12 in the rural inland Northwest. This questionnaire included the Rokeach Value Survey (RVS) and the Spontaneous Concern about the Nuclear Threat Scale (SCANTS). A total of 24.3 percent of the adolescents expressed concern about nuclear war on the SCANTS and the remaining 75.7 percent did not. Using the Mann-Whitney U statistic, 10 of the 18 value priorities were found to significantly differentiate the two groups. Adolescents who expressed concern about a nuclear war placed higher priorities on the social values of equality and a world at peace. Adolescents who did not express a concern about nuclear war placed higher priorities on the individual values of health, a comfortable life, self-respect, an exciting life, wisdom, mature love, pleasure, and inner harmony. The results are discussed in terms of belief system theory and theories of social cognition. The document includes one statistical table and an 11-item bibliography. (Author/JB)

ED 314 357 SO 020 503

Drum, Jan
Youth Leadership. Insights into Issues in Education.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- Jan 88
NOTE- 17p.; Summary of a conference cosponsored by the Stanley Foundation and Las Palomas de Taos (Taos, NM, January 29-31, 1988). For related documents, see SO 020 504-505.
AVAILABLE FROM- Stanley Foundation, 420 E. Third St., Muscatine, IA 52761 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Agents; Citizen Participation; *Community Leaders; Conferences; *Educational Change; Elementary Secondary Education; Leadership Training; *Public Service; Social Responsibility; Volunteers; *Youth Leaders

Educators from around the United States convened for a conference focusing on youth leadership. Participants included classroom teachers, independent education consultants, school administrators, individuals affiliated with universities, and educators affiliated with such institutions as the YMCA, the YWCA, exchange programs, and museums. Two ideas emerged as central to the discussion: (1) the distinction between youth leadership and student leadership, and (2) the understanding of leadership as service performed in the context of a community. Student leadership usually refers to activities that students undertake within their schools or as token representatives of students elsewhere. Youth leadership presumes that young people can engage in effective behavior and exercise thoughtful influence on the course of human events. Leadership was generally seen as intentional action that influenced the course of events. Most of the participants wanted young people to develop leadership skills that would serve the welfare of their community and the world. Other issues and ideas that were discussed include: (1) vision, (2) world-view, (3) heroes, (4) personal responsibility, (5) student control, (6) risk taking, (7) process, (8) power, (9) systems, (10) competition, (11) reinforcement, (12) maintaining childhood, (13) skills, (14) obstacles, (15) money, and (16) fellowship. A list of participants and information about the sponsoring agencies concludes the document. (JB)

ED 314 424 TM 014 140

Ackerman, Susan P.; Byock, Gayle J.

Evaluation of the 1988 Freshman Summer Program and Transfer Summer Program, Phase I.

California Univ., Los Angeles. Office of the Provost.

PUB DATE- Mar 89

NOTE- 247p.; For phase 2, see TM 014 141.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *College Freshmen; College Preparation; Curriculum Evaluation; Higher Education; *High Risk Students; High School Graduates; High Schools; Low Income Groups; *Minority Groups; *Program Evaluation; Questionnaires; Remedial Programs; School Holding Power; *Summer Programs; *Transfer Students; Transitional Programs; Undergraduate Students

IDENTIFIERS- *University of California Los Angeles

The Freshman Summer Program and Transfer Summer Program at the University of California, Los Angeles, are designed to increase the academic achievement, retention, and graduation of underprepared and underrepresented or low-income students. Underrepresented students are those from ethnic populuations whose statewide high school graduation rate from California public high schools is less than their representation in California. This evaluation was based on a summer program count of 589 freshmen and 81 transfer students. The program curriculum for freshmen or transfer students included a mathematics component and an English and general education component. All courses met university departmental requirements, but students could enroll in only one of the two components. The program curriculum was accompanied by: a tutoring program, providing academic support for English, general education, and mathematics; counseling services; social opportunities; and political and cultural events. Areas evaluated separately include: (1) academic areas; (2) the Films and Forums series of political and cultural events; (3) student and professional staff training; and (4) the counseling services unit. Each of these areas are covered in a separate section providing an executive summary, an introduction, an account of methodology, detailed findings, and a list of recommendations. Appendices for each of these sections contain the student questionnaires used in the evaluation process and, in some cases, agenda for the programs. Results indicate the effectiveness of, and satisfaction with, the programs. Three tables and 33 figures are included. (SLD)

ED 314 437 TM 014 229

Wang, Xiaoping; And Others
The Factor Structure of the Self-Directed Learning Readiness Scale (SDLRS).
PUB DATE- Nov 89
NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Ability; Administrators; *Adult Education; Diagnostic Tests; Elementary Secondary Education; *Factor Structure; *Independent Study; Leadership Training; *Learning Readiness; Likert Scales; Teachers; *Test Reliability
IDENTIFIERS- Principal Components Analysis; *Self Directed Learning Readiness Scale; Tennessee

A study involving teachers and administrators from 16 elementary, middle, and high schools in Tennessee investigated the factorial structure of the Self-Directed Learning Readiness Scale (SDLRS). The SDLRS includes 58 Likert-like items designed to measure the readiness of adult learners to assume self-direction in the learning process. Study subjects were participants in TN LEAD, a statewide school leadership development program. A total of 439 subjects completed and returned the SDLRS. Exploratory factor analysis of the SDLRS was conducted using principal components factor solutions with orthogonal rotation. Application of the Kaiser-Guttman rule provided 15 initial factors with eigenvalues greater than 1. A scree test was conducted to extract the four most significant factors. Using orthogonal rotations, two- and four-factor models were examined. A reliability analysis of the total SDLRS was conducted using Cronbach's coefficient alpha; the reliability and corrected split-half reliability were 0.93 and 0.89, respectively. It is concluded that the SDLRS has an underlying structure of four dimensions measuring readiness for self-directed learning: (1) love of and enthusiasm for learning; (2) self-confidence in the ability to learn; (3) self-concept as an independent learner; and (4) tolerance of ambiguity, risk, and complexity in learning. Eight data tables are included. (TJH)

ED 314 464 TM 014 339

Millsap, Roger E.; Meredith, William

The Detection of DIF: Why There Is No Free Lunch.

PUB DATE- Jul 89

NOTE- 12p.; Paper presented at the Annual Meeting of the Psychometric Society (Los Angeles, CA, July 7-9, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Equations (Mathematics); *Mathematical Models; *Scores; *Statistical Analysis

IDENTIFIERS- *Conditional Observed Scores; *Differential Item Performance; Invariance Principle

Conditional observed score (COS) and latent trait (LT) definitions of differential item functioning (DIF) are explored to determine when they are equivalent. COS methods rely solely on observed measurements, and LT methods model the response to an item as a function of an unobserved hypothetical latent ability or trait. For the case of dichotomous test items, the COS approach defines DIF by population differences in the conditional probabilities of responding correctly to the item, conditioning on the observed ability measure. The LT approach defines DIF by population differences in the conditional probabilities of responding correctly to the item, conditioning on the latent trait. Although DIF detection methods are usually applied to dichotomous ability or achievement test items, the discussion focuses on a more general level, and the results may have applications for general questions of measurement invariance in multiple populations. It is concluded that the conditions under which COS and LT definitions are equivalent are quite specialized. Equivalence generally requires invariance of the conditional densities. Other conditions of equivalence are discussed. It appears that precise invariance of prior densities can rarely be assumed in practice. (TJH)

ED 314 478 TM 014 370

Solomon, Alan
The Computer Discretionary Grant: An Evaluation. Report #1186.
Philadelphia School District, PA. Office of Planning, Research and Evaluation.
PUB DATE- Nov 85
NOTE- 19p.
LANGUAGE- English
7
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Science Education; Computer Uses in Education; Elementary Secondary Education; *Grants; *Inservice Teacher Education; Junior High Schools; Mathematics Teachers; Microcomputers; Middle Schools; *Program Evaluation; Science Teachers; *Secondary School Teachers; Staff Development; Teacher Response; *Teacher Workshops
IDENTIFIERS- *Computer Discretionary Grant (Program); Philadelphia School District PA

With funds received under the Education Consolidation and Improvement Act (ECIA) Chapter 2, the Computer Discretionary Grant was designed to train Philadelphia (Pennsylvania) School District teachers in personal computer operations. Teams comprised of middle and junior high school teachers were allowed to enroll in the staff development program. Each team consisted of a science teacher and mathematics teacher from the same school. Twenty public and four non-public school teachers participated in the program. Funds were used to purchase software and pay leaders and teachers. Two-hour staff development sessions were conducted over a 15-week period at a computer laboratory housed in a high school. Teacher teams were expected to instruct classes after their training. Training sessions were rated highly by participants, but the teaching sequence was not implemented because school administrators were not able to complete their commitment. Nevertheless, teacher reactions indicate that mathematics and science teachers acquired the skills necessary to apply computer technology to the instructional process. Student progress objectives seemed to be too ambitious considering the time allotted. Future programs should be based on verified capabilities of participating schools and qualifications of participating teachers. Feasibility analyses, follow-up support, software disbursement records, and continued program evaluation should also be included in future program implementations. The Teacher Workshop Reaction Form, the ECIA Chapter 2 Science and Technology Grant Final Examination, and three data tables are provided. (TJH)

ED 314 519 UD 027 185

Mitchell, George A.
The Rising Costs of the "Chapter 220" Program in Wisconsin. Wisconsin Policy Research Institute Report, Volume 1, No. 4.
Milwaukee Public Schools, Wis.; Wisconsin Policy Research Inst., Milwaukee.
PUB DATE- Oct 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Bus Transportation; *Compliance (Legal); Cost Effectiveness; *Desegregation Effects; Desegregation Litigation; Desegregation Plans; Elementary Secondary Education; *Expenditure per Student; *Free Choice Transfer Programs; Program Costs; *State Aid; State Programs; Urban Programs
IDENTIFIERS- *Wisconsin (Milwaukee)

The financing of Wisconsin's "Chapter 220" program, which is the primary means for implementing the 1988 federal court settlement of a school integration lawsuit, needs to be reformed. Total program costs may triple in 5 years, from about $32.5 million in 1986-87 to $90 million by the 1992-93 school year; per pupil costs could rise from about $8,700 to more than $10,000. The Wisconsin Legislature enacted Chapter 220 in 1976 to encourage metropolitan school integration in Milwaukee. Financial incentives were included to encourage local district participation. Under existing law, the incentives are paid from state funds that otherwise would be distributed to districts throughout the state. The following cost factors are discussed: (1) the per pupil cost of the city-suburban program is nearly twice the cost of education in the average Wisconsin school district; (2) costs are growing at a rate much faster than student participation; (3) the majority of funds paid to local school districts represent financial incentives that exceed actual education costs; and (4) city-suburban busing costs exceeded $2,100 per pupil in 1986-87, nearly half the entire per-pupil cost of education in the average state school district. Local school officials should work with the governor and the state legislature to develop financial reforms, and the parties involved in the lawsuit settlement might need to modify the agreement to reflect the new financial structure. Statistical data are included on six graphs. (FMW)

ED 314 531 UD 027 208

Partners in Self-Sufficiency Guidebook.
Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.
PUB DATE- Aug 88
NOTE- 86p.
AVAILABLE FROM- HUD User, P.O. Box 6091, Rockville, MD 20850.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Programs; *Cooperative Programs; Daily Living Skills; Federal Programs; *Low Income Groups; *One Parent Family; Program Guides; Program Implementation; *Self Help Programs; *Welfare Recipients
IDENTIFIERS- *Partnerships

This guidebook is for community leaders who are implementing the Federal Partners in Self-Sufficiency (PS-S) program, a community-based approach to service delivery that helps families get off welfare. The program offers a comprehensive package of services including housing, education, child care, transportation, counseling, and job training and placement assistance to very low-income single parents who want to learn the skills necessary for full employment and economic independence. A key feature is public-private partnerships. The guidebook is based on the experiences of 155 programs operating around the country since 1984. Nine of the guidebook's 10 chapters cover the major program components. The chapters are: (1) "Getting Started," which discusses leadership, staffing, needs assessment, and developing an action plan ; (2) "Making the Business Connection," which contains hints from business people on how to obtain private sector support; (3) "Selecting the Participants"; (4) "The Counseling Component"; (5) "The Training Component"; (6) "Job Development and Placement Strategies"; (7) "The Child Care Component"; (8) "The Housing Component"; and (9) "Other Support Services," which offers advice on how to help participants meet some of the basic needs not covered in other chapters, including Aid to Families with Dependent Children, health care services, postsecondary education, transportation, clothing for interviewing and employment, and tools and special equipment. Each chapter includes a section listing sources of additional, related information. Chapter 10, "Points to Remember," contains a number of helpful reminders to consider throughout the life of a program. The addresses and telephone numbers of relevant regional federal offices are appended. (FMW)

ED 314 544 UD 027 225

Olsen, Laurie; Dowell, Carol
Bridges: Promising Programs for the Education of Immigrant Children.
California Tomorrow, Los Angeles.
SPONS. AGENCY- New York State Public High School Athletic
Association, Albany.; Walter S. Johnson Foundation, Menlo Park, CA.
PUB DATE- 89
NOTE- 184p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Community Programs; *Cultural Differences; Directories; Elementary Secondary Education; *Immigrants; Minority Group Children; *Multicultural Education; Program Descriptions; State Surveys; *Student Needs
IDENTIFIERS- *California

This directory, produced by the California Tomorrow Immigrant Students Project, describes 75 model programs for the education of immigrant children in California. Program descriptions are grouped around the following nine theme chapters: (1) "The First Steps: Orientation/Assessment and Newcomer Support" focuses on orienting immigrant students to American schools, assessing their academic status, health, and mental health, and meeting their needs prior to mainstreaming; (2) "Bridging Two Cultures: Support for an Immigrant Child's Sense of Self" focuses on cultural maintenance, guidance and counseling, and war-trauma programs developed by community groups, youth agencies, and school personnel; (3) "Intercultural Relations" addresses the need for conflict mediation, prejudice reduction, and friendship programs; (4) "In the Classroom: Curricula and Student Projects" provides models of multicultural student projects and curricula; (5) "Academic Support" presents school- and community-based English language, remedial, and cultural adjustment programs; (6) "Using Technology" describes projects that use multimedia technology; (7) "Immigrant Parents and the Schools" focuses on parent participation programs; (8) "Teacher Training" describes multicultural training for classroom teachers; and (9) "Working Towards a Comprehensive View" discusses the need

for developing culturally appropriate programs that integrate services to address the wide range of immigrant student needs. The following material is appended: (1) a list of resources and funding available from the California State Department of Education; (2) a 47-item bibliography of literature, films, and curricula for the elementary level; (3) a 63-item bibliography of books, films, and curricula for the secondary level; and (4) indexes by program name, city, and school level. (FMW)

ED 314 374 SP 031 773

McWhinnie, Harold J.

A Consideration of the Roots of the Formalistic Aesthetic in Art Education History.

PUB DATE- Oct 89
NOTE- 22p.; Paper presented at the History of Art Education Conference (Pennsylvania State University, PA, October, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Values; *Art Education; *Art History; *Creativity; Fine Arts; *Modernism; Visual Arts

This paper traces some of the early 20th century roots of aesthetic formalism as they came to effect the development of art education theory and practice in this country up to the beginning of the Second World War. The paper focuses on American sources and on the writings and ideas of Benman Ross, Arthur Wesley Dow, J. Hambidge, Albert C. Barnes, and John Dewey. It also considers the historical

connections to British art education theory in the writings of Clive Bell and Roger Fry. The paper concludes with some observations relative to the status and the directions of present-day concerns in art education both in this country and in Canada and in England. (Author/JD)

ED 314 391 SP 031 837

Orlich, Donald C.; Hannaford, Marion

Temporary Systems Management as an Evaluation Model for Staff Development Programs.

PUB DATE- Nov 89

NOTE- 35p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Evaluation Criteria; *Evaluation Methods; Feedback; *Formative Evaluation; Inservice Teacher Education; *Program Evaluation; Seminars; *Staff Development; *Summative Evaluation; Workshops

Workshops, conferences, clinics, seminars, and training sessions are examples of "temporary systems," in which participants suspend their usual roles and responsibilities and concentrate on a few short-term objectives. One mechanism of a temporary system is the use of feedback to determine the extent to which the project objectives are being achieved and the impact that the project is having on the participants. Typically, two evaluation methodologies are used: (1) formative or process, and (2) summative. This paper describes five evaluation processes that provide an evaluation model for staff development programs. The first model--of a formative and process evaluation--is designed to help in the identification of the type of activities that a staff development director might plan. Model two illustrates a more summatively oriented instrument for judging which selected preconference mailings, brochures, etc. were perceived to be most helpful to the participant. The third model illustrates an easy to use form after each major presentation. Model four is one example of "testing" any selected process element of a workshop or a longitudinal inservice education project. The fifth model provides an opportunity for participants to evaluate their perceptions of the over-all experiences offered by the staff development program. (JD)

ED 314 408   SP 031 917

White, William F.
Teacher Perceptions of a Psychology of Pedagogy.
PUB DATE- 9 Nov 89
NOTE- 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Psychology; Higher Education; *Instructional Development; Learning Processes; Learning Strategies; *Learning Theories; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship

The hypothesis tested in this study was the statement that teachers reflect what they have been taught--that teaching is a direct presentation of a specified curriculum and the direct reinforcement of students' correct responses to the curriculum. A survey of 455 graduate students called for scale responses about several theories of learning as well as theories of pedagogy: (1) classical conditioning; (2) Thorndike-Skinnerian operant conditioning; (3) Gagne's task cognitive theory; (4) Piaget's cognitive development theory; (5) information systems--cognitive learning theory; (6) Bandura's social learning theory; and (7) White's psychology of pedagogy. Responses indicated that the subjects' belief system about teaching was patterned after a direct teaching style, was methods oriented, and used positive external reinforcement as a tool to change behavior. It is hypothesized that the teachers of today are probably reflecting the theory and methods of their teacher training programs. Methods courses and reinforcement strategies dominated the pedagogical practice of the past 20 years; however, principles of learning and of pedagogy based on social learning and information systems should occupy the stage of importance in the decade of the '90s. (JD)

ED 314 300 SO 020 317

Guasti, Lucio; Guerzoni, Tolmino
Civics Education in High School Curricula.
PUB DATE- Sep 89
NOTE- 44p.; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, September 16-22 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Civics; Curriculum Design; Curriculum Enrichment; Elementary Secondary Education; Foreign Countries; Instructional Innovation; Moral Values; *Science and Society; Social Change; Social Studies; Surveys
IDENTIFIERS- *Italy

This paper is presented in three parts. Part 1 discusses a three-phase research project in civics conducted during the school years 1984-85, 1986-87, and 1988-89 by a research institute in Emilia-Romagna (Italy). Students and teachers were surveyed in the preliminary 84-85 survey, which indicated that civics was not effectively integrated into an otherwise well-defined curriculum. A comparison of the 86-87 and the 88-89 survey results revealed a greater awareness on the part of the latest generation regarding civic and political matters (tables are included). However, civics education still does not represent a separate subject and is not allotted a specific place in the curriculum; a specific civics test is available, but is not compulsory. A majority of teachers were in favor of making political education a separate unit of instruction. Students were especially interested in open and frank discussions of moral issues. Part 2 explores the requirements posed by the scientific and research requirements of contemporary society on social studies curricula, including the development of the discipline of innovation science. Civics education is being increasingly seen as of paramount importance for the reformed syllabus, no longer considered an aseptic, marginal subject but rather one that naturally links with the other disciplines, especially with social studies. Part 3 discusses the role of audio-visual aids in enhancing the impact and effectiveness of civics education. (PPB)

ED 314 329 SO 020 438

Stanley, Jeanie R.; Blair, Diane D.

Gender Differences in Legislative Effectiveness.

PUB DATE- 1 Sep 89

NOTE- 27p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Achievement; Achievement Rating; Competence; *Job Performance; *Legislators; Productivity; *Sex Differences; Social Science Research; *State Government; Success; Surveys

IDENTIFIERS- Arkansas; Texas

A brief questionnaire was mailed to all legislators in Arkansas (n=135, with 75 responding) and Texas (n=181 with 67 responding) concerning possible gender differences in legislative effectiveness. Personal interviews were also conducted with all female legislators from both states and an equal number of randomly selected male legislators (20 in Arkansas, 40 in Texas). Contextual factors, including the professionalism, proportion of women members, partisanship, and institutional power structure found in state legislatures, facilitate or impede the effectiveness of women relative to men. While current trends toward increasing professionalism and proportions of women in state legislatures appear to benefit women, patterns of partisan activity and the institutional power structures are mixed or situation-specific in their impact. The institutional power structures of both states, where women are proportionally represented below the national average, do more to impede than to facilitate women's internal influence. Two factors, however, seem auspicious for women's increased future effectiveness. First, the trend toward more professionalism and less personalism in state legislative operations has not yet abated, and this trend is generally beneficial to women. Second, women legislators are themselves optimistic about their present effectiveness and future power potential. The document includes two tables and an 18-item

bibliography. (JB)

ED 314 343 SO 020 472

Orteza y Miranda, Evelina

Proceedings of Far Western Philosophy of Education Society (36th, Santa Cruz, California, December 4-6, 1987).

Calgary Univ. (Alberta). Dept. of Educational Policy and Administrative Studies.

PUB DATE- 87

NOTE- 133p.

AVAILABLE FROM- Far Western Philosophy of Education Society, Dept. of Educational Policy and Administrative Studies, University of Calgary, Calgary, Alberta, Canada T2N 1N4 (approx. $20.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

DESCRIPTORS- *Aesthetic Education; Creative Teaching; Creativity; Critical Thinking; *Educational Philosophy; *Educational Research; Emotional Development; Futures (of Society); Methods; Models; Moral Values; Poetry; Principals; Second Languages; *Teacher Education; *Values Education

IDENTIFIERS- Plato of Athens; Socrates of Athens; Tolerance

Philosophy of education is characterized by a pluralism of philosophical methods, attracting divergent issues. The papers which make up this conference proceedings address critical comments on education. A list of the papers follows: (1) "Contra Bloom: The Center Will Not Hold" (A. Pearl); (2) "Non-Paradigmatic Research" (J. Jarrett); (3) "Comments on 'Non-Paradigmatic Research'" (N. Appleton); (4) "Aesthetic Education in the Foreign Language Class" (E. Herb); (5) "Focusing on the Creative Function in Teacher Training: Connecting Subject Matter Content with Pedagogical Process" (N. Flinders); (6) "Creativity and Other Ordinary Events" (D. Arnstine); (7) "Everyday Life in Schools: On the Meaning of Being a Principal" (R. Evans); (8) "The Classroom: A Forum for Moral Education" (K. Randlev); (9) "Socrates' Practice in Plato's Apology" (A. Gerry); (10) "Socrates' Practice: Some Afterthoughts" (H. Ravitch); (11) "Formed Feeling and Technology" (S. Gocke); (12) "Grandma's Cornbread vs. Microwave Mush" (H. Ravitch); (13) "The Concept of Tolerance" (J. Bellous); (14) "Bellous' Conceptual Analysis of Tolerance" (M. Stange); (15) "Models for Thinking about the Future: Some Philosophical Considerations" (A. Schlessman-Frost; T. Saunders); (16) "Schlessman-Frost and Saunders" (M. Stange); (17) "Critical Thinking and Paulo Freire: Theoretical and Practical Considerations for Teacher Educators" (R. Ahlquist); and (18) "The Heart's Education: Why We Need Poetry" (D. Swanger). (JB)

ED 314 358 SO 020 504

Drum, Jan; Howard, Gary
Multicultural and Global Education: Seeking Common Ground. Issues in Education.
Stanley Foundation, Muscatine, Iowa.
REPORT NO.- TSF-3K-689
PUB DATE- Mar 89
NOTE- 19p.; Summary of a conference cosponsored by Las Palomas de Taos, REACH Center for Multicultural and Global Education, and the Stanley Foundation (Taos, N.M., January 27-29, 1989). For related documents, see SO 020 503-505.
AVAILABLE FROM- Stanley Foundation, 420 E. Third St., Muscatine, IA 52761 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizenship Education; Cooperation; Cooperative Planning; Cross Cultural Studies; Cultural Awareness; Cultural Differences; *Educational Cooperation; Elementary Secondary Education; *Global Approach; Group Unity; *Humanistic Education; *Multicultural Education; *Objectives

Multicultural education deals with human diversity at the domestic level. It incorporates the study of racial and ethnic differences, as well as issues related to gender, age, socioeconomic status, and physical disabilities. Its primary goals are to create a sense of understanding and respect for differences, to overcome prejudice and discrimination, to provide an understanding of the dynamics of racism, to replace historical and cultural distortions with accurate information, and to assure that all students receive equitable benefits from the educational system. Global education deals with diversity at the global level. Its primary focus is on those interrelated systems that affect the entire planet. The primary goals of global education are to build understanding and respect for peoples and nations outside the United States, to transcend the narrow Western-centric bias that pervades much of traditional curriculum, to provide an understanding of the dynamics of imperialism and oppression, to create awareness of the earth as an interrelated and holistic system. The relationship between multicultural and global education is interactive. To understand one's own cultural roots and that others may have very different cultural experience means little until learners have examined the impact this diversity has on the world. And learners need to understand that individual behavior and choices can have global consequences in an interdependent world. Programs from either perspective should not be implemented in isolation from the other. (JB)

ED 314 438 TM 014 230

O'Neal, Marcia R.
Educational Research.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Assessment; Educational Policy; *Educational Research; Elementary Secondary Education; *Evaluation Utilization; Policy Formation; Psychological Studies; Researchers; *Student Evaluation; *Teacher Role

The role of educational research is examined, focusing on its relationship to the classroom teacher's efforts to promote student learning. After a discussion of the relationship between education and psychology, the individual roles of educational research are discussed; the latter include increasing and disseminating knowledge and assessing student performance. Seven criteria for avoiding failure to use research and evaluative information are discussed; these criteria are associated with historical relevance, the diagnosis of a specific problem, environmental support, organizational structure and individual attitudes, manipulability of the factor, political and economic feasibility, and effectiveness. In order to be more effective in impressing the importance of research upon policymakers and practitioners, researchers must make a better effort to understand cognition or the "action frames of mind" of such potential research users. (TJH)

ED 314 452 TM 014 315

Rock, Donald A.; And Others
Psychometric Analysis of the NLS and the High School and Beyond Test Batteries. A Study of Excellence in High School Education: Educational Policies, School Quality, and Student Outcomes. Contractor Report.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-218
PUB DATE- Sep 85
NOTE- 259p.; Appendices (p. 121-211) contain numerous statistical tables in small type.
CONTRACT- ED-300-83-0247
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; *Cohort Analysis; Comparative Testing; Ethnicity; Followup Studies; Graduate Surveys; High School Graduates; High Schools; High School Seniors; *High School Students; Item Response Theory; Longitudinal Studies; National Programs; Outcomes of Education; *Psychometrics; Racial Differences; Sex Differences; *Testing Programs
IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

The Educational Testing Service (ETS) was contracted by the National Center for Education Statistics to investigate changes in tested achievement using cross-sectional comparisons between the 1972 National Longitudinal Study (NLS) seniors and the 1980 High School and Beyond (HSB) senior cohort. The ETS is also responsible for estimating the extent and correlates of cognitive growth that takes place between the sophomore and senior year in high school; this latter analysis involves testing the 1980 HSB sophomore cohort and following them in 1982 with the same test battery. To discharge these responsibilities, an extensive psychometric analysis, reported here, was undertaken. The analysis was designed to: (1) estimate possible effects of differing administrative procedures from one cohort to another on tested performance; (2) evaluate whether the tests were measuring the same things across cohorts or within different administrations within the same cohort; (3) estimate item statistics, reliabilities, and indices of precision of measurement for separate tests and determine whether these measures are invariant across sex and ethnic group; and (4) develop and apply latent trait theory procedures where appropriate. There is little empirical evidence for the notion that the tests or test parcels measure different things for different ethnic or sex groups. The biggest gains over the 2-year schooling period were in vocabulary and reading. White students showed greater gains that did either of the other ethnic groups. There was a consistent tendency for Hispanic women to show greater gains than Hispanic men, and for the test score variance to increase from the sophomore to senior year. Student test booklet samples, 25 data tables, and 22 figures are included. (TJH)

ED 314 465 TM 014 340

Kanter, Martha
Assessment in the California Community Colleges.
PUB DATE- Oct 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; *Academic Standards; Access to Education; Accountability; Black Students; *College Admission; College Students; *Community Colleges; Demography; *Educational Assessment; Educational Trends; Hispanic Americans; *Institutional Evaluation; Minority Groups; School Holding Power; *State Programs; Student Attitudes; Student Evaluation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

An overview of assessment practices in the 107 California community colleges (CCCs) in 71 community college districts is presented. Nearly 1.4 million students are now enrolled in CCCs, and 40,000 full- and part-time faculty work in CCCs. The primary mission of CCCs is the provision of rigorous, high-quality lower division instruction for students who wish to obtain associate degrees, transfer to a 4-year institution, or prepare for an occupation. Changing demographic trends in the state have resulted in a large proportion of Black and Hispanic students enrolling in CCCs. Matriculation, academic standards, and accountability are discussed, including the assessment component of matriculation and the establishment of course prerequisites. Problems involved in implementation of policies on matriculation and academic standards receive special attention, as do student access and measurement of levels of success in CCCs. An institutional research and evaluation component of matriculation provides for both local and statewide evaluation of the program. CCCs are using a variety of measures to show the skill gains of students, their retention and persistence rates, their goal achievement success, and their satisfaction with the educational process. The changing demography, the raising of academic standards, and the lack of pre-college preparation of many students are also considered. (TJH)

ED 314 493 TM 014 414

Clewell, Beatriz C.; Joy, Myra F.
Choice in Montclair, New Jersey. A Policy Information Paper.
Educational Testing Service, Princeton, NJ. Policy Information Center.
PUB DATE- Jan 90
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; Curriculum Evaluation; *Desegregation Methods; Educational Quality; Educational Vouchers; Elementary Secondary Education; *Equal Education; Instructional Effectiveness; *Magnet Schools; *Program Effectiveness; Qualitative Research; Racial Integration; *School Choice; School Desegregation; School Districts; School Effectiveness; *Urban Schools
IDENTIFIERS- *Montclair Public Schools NJ

Several public school choice programs are reviewed, and the model program implemented by the Montclair (New Jersey) Public Schools is evaluated. School choice models include: the regulated voucher system, alternative schools, and magnet schools. The Montclair system is an urban school district that has achieved success in desegregating its schools through a voluntary magnet school plan based on choice. Montclair has a total enrollment of 5,104 students, of which 49% are minority students. To study the effectiveness of Montclair's plan in providing racial balance across schools and educational quality and diversity in programs through the use of choice, a case study of the district was conducted in 1987 and a follow-up was completed in the summer of 1989. The choice program allows parents to select the school that they wish their children to attend and register that choice with the central office. The research methodology used to assess the Montclair magnet system involved combining qualitative data (interviews, observation, and document reviews) with quantitative data (standardized tests, enrollments, and census data). Areas assessed include the level of racial integration at the school and classroom levels, general racial climate, quality of education, school climate, curriculum and instruction quality, and program diversity. A 41-item list of references, three figures, and eight data tables are included. A discussion of the case study method is appended. (TJH)

ED 314 507 TM 014 582

Eagle, Eva; Schmitt, Carl
Patterns and Consequences of Delay in Postsecondary Education: 1972, 1980, and 1982 High School Graduates. Survey Report. National Longitudinal Study 1972. High School and Beyond.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-346
PUB DATE- Jan 90
NOTE- 47p.; Data Series: SP-HSB-80/86-4.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; Educational Trends; *Enrollment; Grade 10; Grade 12; *Graduate Surveys; *High School Graduates; High Schools; Institutional Characteristics; *National Surveys; Postsecondary Education; Statistical Data; *Stopouts; *Student Characteristics; Tables (Data)
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

Patterns of delay in entering 4-year, 2-year, and less-than-2-year postsecondary institutions (PIs) for 1972, 1980, and 1982 high school graduates are described. Two types of delay were studied: (1) delay in beginning at a particular type of institution, and (2) stopping out for a period before returning (i.e., leaving school for over 2 months or a summer period and returning to school afterwards). This report uses information about the educational progress of 1972 seniors from the National Longitudinal Study and information from the 1980 senior and sophomore cohorts of the High School and Beyond Study. The data are taken from all years between the graduating year and February of 1986, when the last follow-up survey was conducted on each cohort. Over 40% of the high school graduates had enrolled in 4-year institutions by 1986, about 30% enrolled in 2-year institutions, and about 10% enrolled in less-than-2-year institutions. More students in 4-year institutions entered during the fall term after high school graduation than did students in other types of PIs. Delayed entry was most common for students in less-than-2-year institutions, and this was true for students from all three cohorts, regardless of gender or socioeconomic status (SES). Students from high SES backgrounds were less likely to delay entry into 4-year institutions than were other students, and a higher proportion of low SES students in 4-year institutions delayed entry than did either medium or high SES students. There was no consistent relationship between gender and the likelihood of delay among students at any PI. The combined rate of degree attainment and upward transfer was higher for students who entered postsecondary education immediately after high school than for students who delayed entering postsecondary education. At non-4-year institutions, attainment rates for stopouts were consistently lower than for delayed entrants. Four bar graphs and five data tables are provided. A discussion of the methodology and technical notes, a glossary, and supporting tables are included. (RLC)

ED 314 520 UD 027 186

Archbald, Douglas A.

Magnet Schools, Voluntary Desegregation, and Public Choice Theory: Limits and Possibilities in a Big City School System.

PUB DATE- 88
NOTE- 278p.; Ph.D. Dissertation, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- Admission (School); Doctoral Dissertations; *Economic Factors; Elementary Secondary Education; *Magnet Schools; Nontraditional Education; Outcomes of Education; *Politics of Education; Program Evaluation; *School Choice; *School Organization; *Teacher Attitudes; Urban Schools; Voluntary Desegregation
IDENTIFIERS- *Milwaukee Public Schools WI

School choice is advocated on the theory that deregulation and greater market control can restructure and improve education. While certain market strategies of improvement are worth exploring, complex production functions, unclear goals, and the political role of education in society limit the extent to which education can be understood and improved as a market. This document clarifies the public choice critique of education, describes the conditions of choice in a large urban magnet-based voluntary desegregation program, and analyzes central assumptions and propositions of public choice theory about family preferences and the organizational effects of choice. Data from the Milwaukee (Wisconsin) Public Schools (MPS) magnet/voluntary desegregation program were collected and analyzed. The following major topics are discussed: (1) the political and economic arguments supporting choice in public education; (2) differences and similarities between the MPS system and traditional systems, emphasizing limitations on mandatory assignment policies; (3) choices and attendance patterns of inner city black families and the correlates of magnet participation; (4) the effects of choice on teacher attitudes and organizational outcomes as measured by a teacher survey; and (5) potential system-level consequences of choice in MPS for achieving goals of educational equity and efficiency. Statistical data are included on 20 tables and 10 graphs. The following materials are appended: (1) a 255-item bibliography; (2) the results of a teacher survey of elementary and middle magnet and nonmagnet schools; (3) the differences in resource inputs between magnet and nonmagnet schools; and (4) a scatterplot of student composition variables for elementary magnet and nonmagnet schools. (FMW)

ED 314 315 SO 020 388

Janda, Kenneth
Teaching American Government in an Electronic Classroom.
PUB DATE- 31 Aug 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computers; Computer Uses in Education; *Educational Media; Educational Technology; *Electronic Classrooms; Electronic Equipment; Higher Education; *Instructional Effectiveness; Large Group Instruction; Media Selection; Student Attitudes; *Student Reaction; Surveys; *Teaching Methods; Visual Aids

Electronic aids can be used to augment the lecturing process and improve students' learning experience when teaching large groups of students at the university level. They can, among other things, stimulate student interest in the material, display the unfolding structure of a lecture, provide students ready access to the instructor's own lecture outlines, and expand opportunities for students to put questions directly to the instructor. This paper reports on the findings of before and after surveys of 400 students' attitudes in two classes of U.S. Government toward four electronic techniques: (1) showing short video clips on events in U.S. politics; (2) projecting topic outlines of lectures on a screen during class; (3) providing students the ability to print full sentence lecture outlines; and (4) communicating with students via electronic mail. Student surveys taken before and after both courses show that students viewed the four techniques quite positively, often warming to the techniques during the quarter. Students demonstrated an ability to distinguish between the "best liked" techniques and those "most important for learning." The sentence outline technique was both the best liked and most important for learning but also contributed to reduced class attendance, which raises questions about its effectiveness. The paper includes graphs of findings and samples of material projected during class or retrieved by students via computer. The before and after surveys used in the study are appended. (JB)

ED 314 375 SP 031 776

Chiang, Linda H.
The Impact of Mentoring on First Year Teachers.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 19-20, 1989). Chart (showing states' activity in teacher induction programs) will reproduce marginally.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; *Internship Programs; *Mentors; Program Attitudes; *Program Effectiveness; Self Concept; *Self Concept Measures; Teaching Experience
IDENTIFIERS- Beginning Teacher Induction; *Indiana Beginning Teacher Internship Program

This study examined the relationships between self-concepts of beginning teachers as measured before and after internship experiences with mentors. The expectations and attitudes of 138 beginning teachers participating in the Indiana Beginning Teacher Internship Program were sought before and after participation. Instruments used in the study were the Self-Perception Inventory and Beginning Teachers' Questionnaires. Significant differences were found between beginning teachers' expectations and their actual experiences: there was a growth in the extent to which beginning teachers felt adjusted to their teaching responsibilities and successfully created relationships with mentors. Differences were also found between the beginning and ending attitudes toward education of elementary teachers: increasingly, more consideration was given to new ideas and a new attitude developed toward the mentors, who no longer were seen as interfering with their professional lives. In the area of self-concept, the teacher scale of above average in both the pre-test and the post-test indicated a pattern of persistence. Some suggestions and recommendations are made on implementing a mentoring program. (JSD)

ED 314 425 TM 014 141

Ackerman, Susan P.; Byock, Gayle J.
Evaluation of the 1988 Freshman Summer Program and Transfer Summer Program, Phase II.
California Univ., Los Angeles. Office of the Provost.
PUB DATE- Jul 89
NOTE- 61p.; For phase 1, see TM 014 140.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Freshmen; College Preparation; Curriculum Evaluation; Grade Point Average; *High Risk Students; High School Graduates; Low Income Groups; Minority Groups; *Program Evaluation; Questionnaires; *Remedial Programs; School Holding Power; Student Attitudes; *Summer Programs; *Transfer Students; Transitional Programs; Undergraduate Students
IDENTIFIERS- *University of California Los Angeles

The Freshman Summer Program and Transfer Summer Program at the University of California, Los Angeles (UCLA) are designed to increase the academic achievement, retention, and graduation of underprepared and underrepresented or low-income students. Phase I of the evaluation assessed the extent to which academic and nonacademic goals and objectives were accomplished and the impact on the students. Phase II assessed students' academic performance and social and cultural experiences at UCLA longitudinally. Following an introductory chapter, chapter 2 of this report presents end-of-program student evaluations from 148 questionnaires returned out of 670 distributed, a response rate of 22%. Chapter 3 of the report contains results of student evaluation through the first quarter at UCLA (based on 265 questionnaires returned out of 645 distributed for a response rate rate of 41%) and takes a look at academic progress through the winter quarter of the school year for all 645 participants. The end-of-program data indicated that students were generally moderately satisfied with the information and assistance provided. In the follow-up, students rated the fulfillment of non-academic goals and objectives higher than the fulfillment of academic goals and objectives, again indicating that the programs moderately fulfilled their goals. The mean cumulative grade point average (GPA) for these students was 2.49, with higher attendance at lectures and discussion groups related to higher GPA. Recommendations are made for program improvement. Appendices contain the study instruments. Ten data tables and 11 figures are included. (SLD)

ED 314 479 TM 014 375

bin Yahya, Ismail; And Others
Evaluation in Cross-Cultural Contexts: Proposing a Framework for International Education and Training Project Evaluations.
PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Developing Nations; *Developmental Programs; *Educational Assessment; *Evaluation Methods; Evaluators; Foreign Countries; Holistic Evaluation; *International Education; Labor Force Development; *Program Evaluation

This paper focuses on the need for increased sensitivity and responsiveness in international education and training project evaluations, particularly those in Third World countries. A conceptual-theoretical framework for designing and developing models appropriate for evaluating education and training projects in non-Western cultures is presented. This holistic framework addresses procedures and models that provide evaluative support for project planning, design, implementation, and management. Conceptually, education and training in any country can be described in terms of types, cycles, systems and subsystems, kinds of output, ultimate goals, and the quality of the natural human resource pool. The cultural aspect, as well as the social and economic aspects, of educational and training projects for developing countries must be considered. It is concluded that the following seven cultural factors must be addressed: (1) social systems and institutions; (2) interpersonal relationships; (3) polities; (4) politics; (5) religion; (6) economic systems; and (7) educational and technological bases. The evaluation scope and intensiveness (depth) and identification of the appropriate evaluator must also be addressed. (TJH)

ED 314 532 UD 027 209

Hunter, Richard C.
Children At Risk.
PUB DATE- Nov 88
NOTE- 18p.; Paper presented at a conference sponsored by the Southern Education Foundation, Inc. (November 2-4, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black History; *Black Students; Educational History; *Educational Quality; Elementary Secondary Education; *Equal Education; *High Risk Students; Minority Group Children; Poverty; *Student Needs; Teacher Attitudes; Urban Education
IDENTIFIERS- United States (South)

The at-risk status of so many American children is not an accident, but rather a direct result of our social and economic history. This document briefly recounts the history of blacks in the United States and draws on the experiences of the author in his capacity as superintendent of an urban school district to substantiate this position. Reverse migration to the South has exacerbated the problems. Today the home, the court systems, and the schools are seeking means of rescuing our youth from a bleak and even violent present. There is no one solution, and educators must avoid the trap of semantic labels. Flexibility is required to save the at-risk children, for their own sakes and for the sake of the country. A list of ten references is included. (Author/JS)

ED 314 545 UD 027 226

English Only: The Threat of Language Restrictions. NALEO Background Paper Number 10.

National Association of Latino Elected and Appointed Officials Education Fund, Washington, DC.

PUB DATE- 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; *Civil Rights; Educational Needs; Group Unity; Hispanic Americans; *Immigrants; *Limited English Speaking; *Minority Groups; Multilingualism; *North American English; Official Languages
IDENTIFIERS- *English Only Movement; *Language Diversity

The "Official English" (OE), or "English Only," movement claims that the United States is threatened by the use of languages other than English in schools, government, and business. The OE movement is contrary to a national tradition of recognition and respect for the contributions of immigrants to American life. Restrictions on multilingualism are based on and foster an atmosphere of intolerance and xenophobia. The language restrictionist movement is based on the assumption that limited English-speaking persons do not want to learn English. Yet, cities such as New York and Los Angeles have waiting lists for English classes of 10,000 to 30,000 people. The Latino communities of Arizona, California, Colorado, Florida, and New York are the prime targets of the OE efforts. Prohibiting the use of native languages is a threat to civil rights that denies access to voting, educational opportunities, and social services. Those who are serious about encouraging and enhancing the understanding and use of English should devote their efforts to the creation of more English classes and educational facilities. The following materials are appended: (1) a list of eight answers to commonly asked questions about language restriction; (2) a list of organizations opposed to OE; (3) a list of 36 references; and (4) a list of NALEO Education Fund publications. (FMW)

ED 314 392 SP 031 838

Liebert, Doris K.
Mentoring First Year Teachers: The University's Role as Facilitator.
PUB DATE- 18 Nov 89
NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College Role; *College School Cooperation; Elementary Secondary Education; Helping Relationship; Higher Education; Inservice Teacher Education; *Mentors; Student Teaching; Teacher Morale; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

This paper draws on the model of the sponsored mentoring relationship to explore the role of the teacher education institution in assisting both first year teachers and their assigned public school mentors. The mechanism for facilitating the mentoring relationship is already in place in the form of the sponsored mentoring relationship of student teaching. The sponsor (university), mentor (master teacher) and protege (student teacher) relationship is an accepted and functional structure on which to build. It is pointed out that the college of education is the appropriate agent to facilitate the induction experience. It can deal best with the process and is most familiar with the proposals for education reform and the needs of novices, mentors, and teacher education institutions. Novices need encouragement, and experienced teachers need to feel valued and to have opportunities to share their expertise. The college is in a position to take on the role of sponsor in order to facilitate the developmental relationships between mentor and novice. (JD)

ED 314 409 SP 031 918

Williams, Carolyn

Preservice Teachers' Perceptions of School Climate before and after Completion of a Secondary Field-Based Practicum.

PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; *Field Experience Programs; Higher Education; Observation; Preservice Teacher Education; *School Administration; Secondary Education; *Socialization; *Student Teacher Attitudes; Teaching Experience

This study investigated the differences in secondary preservice teachers' perceptions of school climate before and after completion of a field-based practicum experience. It also sought to determine if there were significant relationships between their perceptions of school climate and their grade point average in selected standardized tests. The School Climate Survey was administered to 47 preservice secondary education candidates enrolled in an education practicum course. It was administered, first, after an initial orientation session and again after completion of 30 hours of practicum experience. The survey measured perceptions of: (1) teacher student relationships; (2) security and maintenance; (3) administration; (4) student academic orientation; (5) student behavioral values; (6) counseling/guidance; (7) student-peer relationships; (8) parent and community-school relationships; (9) instructional management; and (10) student activities. Findings indicated that the subjects had more favorable perceptions of school climate after they had an opportunity to observe and participate in secondary schools. Findings also show significant relationships between perceptions of school climate and test scores. (JD)

ED 314 301 SO 020 318

Lembo, Rosario
Education to International Solidarity.

PUB DATE- 22 Sep 89
NOTE- 24p.; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, September 16-22 1989). Five charts, which present information on Italian, European, and international campaigns and organizations working for solidarity will not reproduce or will reproduce marginally, due to light, blurred and/or handwritten copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Awareness; *Cultural Exchange; *Educational Cooperation; *Educational Objectives; Foreign Countries; International Cooperation; International Organizations; *Peace; World Problems
IDENTIFIERS- *International Solidarity; *Italy

The multiplicity of groups concerned with education for peace and international solidarity makes it difficult to reconstruct the processes and activities aimed at international solidarity. The motives for this type of education rise from a growing sensibility shown by the Italian public toward international understanding and world-wide problems such as hunger and famine. There can be no real development toward the goal of solidarity if the flow of information exchange and cultural relations proceeds only in one direction. Exchange must occur in a circular motion, from hemisphere to hemisphere, and within hemispheres. The main promoters in Italy of education for solidarity include a variety of organizations, in both the public and private sectors, ranging from the Ministry of Education to university experts to private human rights groups. (PPB)

ED 314 439 TM 014 231

Daniel, Larry G.
Stability of Q-Factors across Two Data Collection Methods.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Data Collection; *Factor Analysis; Junior High Schools; Methods Research; Middle Schools; Rating Scales; *Reliability; *Research Methodology; Secondary School Teachers
IDENTIFIERS- Middle School Description Survey; Principal Components Analysis; *Q Statistic; Varimax Procedures

The purpose of the present study was to determine how two different data collection techniques would affect the Q-factors derived from several factor analytic procedures. Faculty members (N=146) from seven middle schools responded to 61 items taken from an instrument designed to measure aspects of an idealized middle school culture; the instrument is the Middle School Description Survey (MSDS). In three of the schools, the data were collected using conventional Q-sort procedures. In the remaining four schools, data were collected using an unmarked graphic scale. Separate principal components Q-technique factor analyses were used with the data collected in each school, and results were rotated to the varimax criterion. For each of the seven Q-technique analyses, factor stability was assessed by consulting the magnitude of the eigenvalue of the first factor extracted, the mean eigenvalue of all extracted factors, the average squared communality value, and the mean factor structure coefficient. Results indicate that the data collected via the unmarked graphic scale produced more stable and reliable Q-factors than did data collected via traditional Q-sort procedures. The 61 items included in the MSDS are listed. (Author/TJH)

ED 314 466 TM 014 341

Fitz, Don

Development of the Client Observation Checklist: Reliability, Validity, and Differences between Facilities Chosen To Receive Project ADAPT. Progress Report No. 32.

PUB DATE- Jun 84

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Client Characteristics (Human Services); Hygiene; *Institutionalized Persons; *Interrater Reliability; Nursing Homes; Severe Mental Retardation; *Test Construction; Test Reliability; Test Validity

IDENTIFIERS- Client Behavior; *Client Observation Checklist; *Project ADAPT

The Client Observation Checklist (COC) was developed to evaluate Project ADAPT's intervention in three behavioral areas: bathing; dressing; and socialization. Project ADAPT is designed to provide services to meet the needs of chronically mentally ill residents of nursing homes. Specifically, the project provides staff trained to work with the mentally handicapped and therapeutic intervention to raise motivation levels. Fifteen clients of Project ADAPT at each of two facilities were selected for observation. Observations were made during the last 2 weeks of March 1984, before Project ADAPT had begun at either location. Two pairs of independent raters averaged 94.44% and 95.37% agreement, respectively, establishing very high reliability for the COC. The validity of the COC was determined by correlating subscale totals with case manager ratings on the Treatment Setting Determination Survey. Despite two sources of potential error variance, intercorrelations between bathing and dressing subscales/items all exceeded 0.70, establishing the validity of the COC. The COC required an average of 19.67 minutes to administer. The non-significant tendency for clients at one facility to have a higher level of functioning is described as consistent with the nonequivalent control group design used for evaluation. Two data tables and the COC are included. (TJH)

ED 314 533 UD 027 210

Evans, Robert W.; Nieman, Ronald W.
The Bronson Settlement Review: Year Five, 1988-89.
Cincinnati Public Schools, Ohio.

PUB DATE- Nov 89
NOTE- 590p.; Appendices (frames 37-590) present numerous legibility problems. For 1987-88 Review, see ED 302 605.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; *Desegregation Litigation; *Desegregation Plans; Educational Legislation; Elementary Secondary Education; Equal Education; Program Descriptions; Program Evaluation; *Racial Balance; *Racial Bias; *School Desegregation; Urban Schools
IDENTIFIERS- *Cincinnati Public Schools OH; Ohio (Cincinnati); *Racially Isolated Schools

A review of the fifth year of the Bronson Settlement Agreement indicates that the Cincinnati (Ohio) Public Schools (CPS) have addressed most issues of racial isolation and bias raised by previous evaluations but no action appears to have been taken to improve the Low Achieving Schools (LAS) Program. The following areas are examined: (1) the Taeuber Index of Dissimilarity, which measures the reduction of racial isolation; (2) the Alternative Schools Program; (3) the Open Enrollment Program; (4) staff racial balance; (5) bias in testing, discipline policies, and enrollment on the building level; (6) the LAS Program; (8) transportation for extracurricular activities; and (9) district/city housing activities. The following supporting documents are appended: (1) an explanation of the Taeuber Index Values, 1989-90, and statistical data on black student enrollments and average daily membership; (2) the Alternative Programs, 1989-90 evaluation report and program descriptions; (3) the cumulative reports on Open Enrollment Transfers, 1988-89 and 1989-90, and the 1988-89 Open Enrollment Program evaluation report; (4) statistical analyses of student placement, course enrollment, and suspension and expulsion data; (5) reports on the LAS Comprehensive Plan, 1989-90, the procedures for selection of principals, the Community-Wide Task Force's questions regarding the LAS Plan, vacancy announcements for principals, and the evaluation of the LAS Program; (6) Community Task Force Minutes, 1988-89; (7) the Bronson Coordinating Committee Settlement Agreement Status Reports, 1988-89; and (8) the Bronson Settlement Budget, 1989. (FMW)

ED 314 546 UD 027 230

McDonnell, Lorraine M.

Restructuring American Schools: The Promise and the Pitfalls. ERIC/CUE Digest.

ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-UD-89-7
PUB DATE- 89
NOTE- 6p.; For the document of which this is a digest, see UD 027 231.
CONTRACT- RI88062013
AVAILABLE FROM- ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Accountability; *Change Strategies; Decentralization; Economic Factors; *Educational Change; Educational Improvement; Elementary Secondary Education; *School Based Management; School Choice; School Community Relationship; Teaching Conditions; Teaching Methods
IDENTIFIERS- *Educational Restructuring

This digest briefly reviews major approaches to restructuring American schools and evaluates their potential for improving student learning and their feasibility--politically, financially, and administratively. The following reasons for restructuring are discussed: (1) poor educational performance; and (2) the changing skills needed for today's jobs. The following restructuring options are evaluated: (1) decentralizing authority over schools, which includes school-based management, more professional teaching conditions, and school choice in public education; (2) holding schools more accountable for performance; (3) altering the content and process of classroom instruction; and (4) strengthening school-community links. Possible problems with these proposals for restructuring are identified. (JS)

ED 314 316 SO 020 390

Cheatham, Annie
Annotated Bibliography for Teaching Conflict Resolution in Schools. Second Edition.
National Association for Mediation in Education, Amherst, MA.
PUB DATE- Jan 89
NOTE- 82p.; Prepared with assistance from the Peace Development Fund.
AVAILABLE FROM- National Association for Mediation in Education, 425 Amity St., Amherst, MA 01002 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Conflict Resolution; Cooperative Education; Critical Thinking; *Decision Making Skills; Educational Environment; Elementary Secondary Education; Interpersonal Communication; *Interpersonal Competence; Peace; *Problem Solving; Program Evaluation; *Program Implementation; Skill Development; *Social Cognition

The print and audiovisual materials in this annotated bibliography are divided into three categories: (1) Those in the implementation section (72 items) give reasons for starting a conflict resolution program and ways in which programs improve school climate. There are also materials on establishing and evaluating programs. (2) The skill building section (92 items) contains materials that teach communication, problem solving, brainstorming, and evaluation skills. Some of the items suggest a unit on conflict without training students to be mediators or conflict managers, and others focus on negotiation instead of mediation. All are specifically concerned about the process of mediation and conflict resolution as traditionally understood. Human relations and problem solving skills are also included in this section. (3) The related fields section (61 items) includes materials that represent more general views of conflict resolution such as peace education or specific aspects such as substance abuse, but all bear directly on conflict resolution training. Annotations are generally brief and include a grade level indication. An appendix lists names and addresses of publishers and distributors. (JB)

ED 314 330 SO 020 439

Handberg, Roger; Xinming, Liu

Science and Technology Policy in the People's Republic of China: Organizational Structures and Processes.

PUB DATE- 3 Sep 89
NOTE- 41p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Development; Foreign Countries; Government Role; Industrialization; National Programs; *Organization; *Public Policy; Research Administration; Science and Society; *Sciences; *Technology
IDENTIFIERS- *China

In the People's Republic of China, science and technology policy is directed by the state and is an all encompassing managerial system through which courses of action are determined. The Chinese Academy of Sciences (Academia Sinica), a national comprehensive research center was established in 1949 to train qualified scientists and technicians. The China Science and Technology Developmental Plan was promulgated in 1956. By 1962, the major goals of the plan had been accomplished. A second ten-year plan followed. In 1978, the Communist Party gave new directions to the science and technology community, and in 1983, the government apparatus implemented the National Long-Term Plan for Science and Technology, 1986-2000. The objective of this plan is accomplishing the modernization of agriculture, industry, national defense, and science and technology. The best way to describe the Chinese system for managing science and technology policy and its implementation is that it is a Chinese derivative of the 1950s Soviet managerial system. The State Council is at the top of the hierarchy followed by the Committee for Science and Technology of China, the Chinese Academy of Sciences, research institutions associated with the various ministries and committees, research and technology centers associated with the universities, and local research institutes. As an economically developing country, China must make hard choices as to resource allocations, especially personnel. Lack of trained, qualified personnel continues to be the biggest factor hampering development. Two charts and a 13-item bibliography are included. (JB)

ED 314 344   SO 020 473

Glesne, C.; And Others
Collaborative Learning: Experiences of A Qualitative Research Class. AERA Presentation Scripts.
PUB DATE- 31 Mar 89
NOTE- 45p.; Symposium conducted at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 27-31, 1989). The sixth paper in this collection contains faint type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; Experiential Learning; Group Discussion; Higher Education; Intergroup Relations; *Qualitative Research; Researchers; *Research Problems; Research Skills; *Self Directed Groups; *Student Experience; *Student Research
IDENTIFIERS- *Collaborative Learning

Twelve graduate students from a variety of fields who were enrolled in a qualitative research class met in an informal setting that facilitated a collaborative learning mode--defined in this presentation as a method of group interaction whereby all members learn from each other's experiences, scholarship, and skills. The first of the six papers making up this document gives a general introduction to the project. As individuals and as a group, members work on a tangible end product such as a book or a series of articles. The process, however, is perhaps more important than the product. The students chose seven focal topics to guide their meetings: (1) interviewing, (2) writing, (3) politics, (4) ethics, (5) gaining access, (6) participant observation, and (7) data analysis. All but the first two are discussed by the students. Their thoughts on how the collaborative learning process helped them work through these topics and related them to their own qualitative research are insightful and could be of use to a novice qualitative researcher. Five themes became apparent to the students: (1) learning collaboratively develops camaraderie; (2) learning collaboratively does not eliminate the anxiety associated with doing qualitative research, but it does moderate, redirect, and make use of that anxiety; (3) humor plays a vital role in the collaborative process; (4) the process is evolutionary in nature and takes time; and (5) diversity contributes positvely to collaboration. The five remaining papers were contributed by members of the group and provide varying personal perspectives on the experience. (JB)

ED 314 359   SO 020 505

DeKock, Anita
Quality Global/International Education: What Political Stance? Issues in Education.
Stanley Foundation, Muscatine, Iowa.
REPORT NO.- TSF-3K-789
PUB DATE- May 89
NOTE- 28p.; Summary of conference cosponsored by Alliance for Education in Global and International Studies (AEGIS), Global Educators, Las Palomas de Taos, and the Stanley Foundation (Taos, NM, April 7-9, 1989). For related documents, see SO 020 503-504.
AVAILABLE FROM- Stanley Foundation, 420 East Third St., Muscatine, IA 52761 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Controversial Issues (Course Content); Critical Thinking; Cultural Education; Democracy; *Democratic Values; Dissent; Elementary Secondary Education; *Global Approach; Moral Issues; *Moral Values; *Public Schools; School Community Relationship; *School Responsibility; School Role; *Teacher Responsibility

Recognizing that global education did not speak with one voice, that global educators could not even always find ways to speak to each other, and that this internal situation made it very confusing for those outside the field, the conference planners brought together a group of global educators to discuss what assumptions and beliefs should underlie public education in a democracy. The participants agreed on six assumptions: (1) Schools should value and cherish children. School should be a place where the dignity of the individual is honored and where norms of behavior would allow students to feel safe and free to think critically and speak and act out of personal conviction. (2) Schools should teach students to value democratic principles and practices. (3) Schools should prepare citizens to make informed decisions and participate effectively in local, state, national, and international communities. This would require that schools teach students thinking skills so they can weigh information and make critical judgments. (4) Schools should teach about others with fairness and evenhandedness. (5) Schools should help students make moral judgments. (6) Both the community and professional educators have unique and complementary roles in designing responsive schools. These six assumptions are discussed, and some of the unresolved issues and remaining questions are enumerated. A list of conference participants and information about the sponsoring agencies conclude the document. (JB)

ED 314 376   SP 031 780

Kwaira, Peter
A Study of Teacher Education and the Training of Technical Subject Teachers in Zimbabwe.
Linkoping Univ. (Sweden). Dept. of Education.
PUB DATE- May 89
NOTE- 168p.; Appendices (p. 120-168) are dot matrix type (poorly legible) or photoreduced images (illegible).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; Job Training; Preservice Teacher Education; *Program Attitudes; *Program Effectiveness; Questionnaires; *Relevance (Education); Secondary Education; Secondary School Teachers; *Teacher Education Programs; *Vocational Education
IDENTIFIERS- *Zimbabwe

This study sought to determine the extent to which teacher education programs were addressing the realities of teaching tasks that will be faced by their students who are training to teach vocational education in secondary schools in Zimbabwe. Students and lecturers from two schools of education responded to questionnaires, interviews, and workshop check-lists, providing data for the study. Based upon the analysis of data obtained, twenty conclusions were drawn, e.g., student teachers received enough preparation for their teaching tasks but there was some change of attitude evidenced as they progressed in the program as to the relevance of what they were learning. While some of the conclusions were consistent with those of findings of similar studies, several were not. Apart from comparing and contrasting the conclusions to the findings of similar studies, theories and arguments put forward by other authors and researchers are used to support the conclusions. The instruments used in the study, syllabi of technical subject courses at one university in Zimbabwe, and charts displaying findings are appended. (JD).

ED 314 480 TM 014 376

Emihovich, Catherine
Commitment and Change: Qualitative Factors Affecting Successful Program Innovations.
PUB DATE- Oct 89
NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Compensatory Education; *Educational Change; Educational Innovation; Elementary Secondary Education; Evaluators; Formative Evaluation; Parent Role; Participation; *Program Evaluation; Program Improvement; Qualitative Research; Self Evaluation (Groups); Teacher Role; *Workshops
IDENTIFIERS- *Commitment; Educational Testing Service; *Education Consolidation Improvement Act Chapter 1; Participative Evaluation; Technical Assistance Centers

This paper reports the results of a qualitative evaluation of the Chapter 1 Program Improvement Workshop Series--Level II, funded by the Educational Testing Service, Technical Assistance Center (TAC), for Region 3. Focus is on the role of commitment in influencing change. The methodological approach, advocated by M. Q. Patton (1986), focuses on: (1) appropriateness, utility, practicality, credibility, and relevance to clients; and (2) "hidden agenda" issues or participants' gut-level reactions to programming. Hidden agenda can only be revealed through direct observation and face-to-face interviews. Factors identified as influencing commitment include information about the program, support at the state level, an emphasis on parent advocacy, and multiple roles played by TAC facilitators. Factors affecting willingness to change included commitment of new administrative personnel and the increased emphasis on the role of the Chapter 1 teacher. Finally, the use of exemplary and innovative programs was emphasized. The use of qualitative techniques of data collection allowed evaluators to play a much stronger role in formative evaluation. (TJH)

ED 314 494 TM 014 415

Benton, Roberta L.

The Statistical Power of Planned Comparisons.

PUB DATE- Jan 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Comparative Analysis; Factor Analysis; Research Design; *Statistical Analysis; *Test Use
IDENTIFIERS- A Priori Tests; *Planned Comparisons; Post Hoc Tests; *Power (Statistics); Type II Errors

Basic principles underlying statistical power are examined; and issues pertaining to effect size, sample size, error variance, and significance level are highlighted via the use of specific hypothetical examples. Analysis of variance (ANOVA) and related methods remain popular, although other procedures sometimes have more statistical power against Type II error (not rejecting the null hypothesis when it is false). Most researchers recognize that when an ANOVA factor has three or more levels it may become necessary to conduct additional analyses to determine exactly where detected group differences actually arise. Many researchers approach this problem by conducting post hoc or unplanned tests if a statistically significant omnibus effect is isolated. A frequently superior alternative is to conduct planned tests. In addition to increasing the statistical power against Type II error, planned comparisons also force the researcher to think before selecting tests. These advantages can result in better research design and analysis. Sample data sets are used to illustrate the benefits of a priori or planned contrasts. The statistical power of planned comparisons is also explored using hypothetical factorial designs. Six tables illustrate the discussion. (SLD)

ED 314 508 TM 014 583

Eagle, Eva; Schmitt, Carl
Patterns and Trends of Delayed Entry into Postsecondary Education: 1972, 1980, and 1982 High School Graduates. E.D. TABS. National Longitudinal Study 1972. High School and Beyond.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-404
PUB DATE- Jan 90
NOTE- 66p.; Data Series: SP-HSB-80/86-4.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Educational Attainment; Educational Trends; *Enrollment; Grade 10; Grade 12; Graduate Surveys; *High School Graduates; High Schools; *Institutional Characteristics; National Surveys; Postsecondary Education; Statistical Data; *Stopouts; *Student Characteristics; *Tables (Data)
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

The data presented in this Department of Education (ED) Tabulation compare how the 1972, 1980, and 1982 high school graduate cohorts differ by type of program, type of institution, and time of entry into postsecondary education (PE). Three tables provide information for each cohort on enrollment in PE by type of postsecondary institution. Three other tables show the mean length of delay in months for each type of school. They also show the percentage of delayed entrants enrolling within 2 years, from 2 to 3 years, and more than 3 years after high school graduation. Data were based on the National Longitudinal Study of 1972 high school seniors, and the High School and Beyond 1980 senior and sophomore cohorts. Data elements used in this analysis for the 1980 senior and sophomore cohorts were drawn from the base year and first through third follow-up surveys. Data for the 1972 senior cohort were drawn from the base year, first through fifth follow-ups, and transcript file. Selected results indicate that: students entering 2-year or 4-year institutions delayed entry less than did those who entered institutions offering less-than-2-year programs; a higher proportion of students who entered 4-year institutions entered in the fall term immediately after high school graduation, as compared to students in other types of institutions; and compared to the 1972 cohort, a higher proportion of the postsecondary students from the 1980 and 1982 graduating classes enrolled in institutions offering programs of less than 2 years. The location of a few key statistics and their standard errors, and a discussion of technical notes and methodology are provided. (RLC)

ED 314 521 UD 027 188

Helping the Homeless in Your Community.

Homelessness Exchange, Washington, DC.

SPONS. AGENCY- Edison Electric Inst., Washington, DC.
PUB DATE- Sep 89
NOTE- 68p.
AVAILABLE FROM- Homelessness Information Exchange, 1830 Connecticut Ave., N.W., 4th floor, Washington, DC 20009 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Citizen Participation; *Community Action; Community Development; Community Involvement; *Community Organizations; Economically Disadvantaged; *Helping Relationship; *Homeless People; *Housing Needs; Information Services; Social Services; Voluntary Agencies; Volunteers

This guide for the public provides information on ways to address homelessness within the context of community development. The following articles issued by the Homelessness Information Exchange are included as Sections 1, 2, and 3: (1) "The Problem of Homelessness Nationwide"; (2) "Ways You Can Help the Homeless"; and (3) "Building a Coalition in Your Community." Section 4 contains the following printed materials issued by other organizations about homelessness: (1) "Check List for Action" (the National Mental Health Association); (2) "Policy Priorities: Housing and Homelessness" and "Myths: Housing and Homelessness" (the Campaign to End Hunger and Homelessness); (3) "What Parishes Can Do to Implement the Economic Pastoral" (the U.S. Catholic Conference); (4) "How to Sponsor a Homeless Person or Family" and "Home Kits for Homeless Persons" (the Atlanta Coalition for the Homeless); and (5) "The Homeless: Myths vs. Reality" (the Democratic Study Group). Section 5 includes a list of national and local organizations to contact for further information on hunger and homelessness. Section 6, the Bibliography, contains 15 references. Section 7 contains a list of eight free publications available to the public. Section 8 includes descriptions of, and information on, 11 video tapes on homelessness. Section 9 describes seven publications available from the Homelessness Information Exchange. (JS)

ED 314 393 SP 031 842

Ovando, Martha N.

An Effective Faculty Development Program: It Can Be Done.

PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Faculty Development; Foreign Countries; Higher Education; *Inservice Teacher Education; *Program Effectiveness; Teaching Methods; Teaching Skills
IDENTIFIERS- Autonomous University of the North East (Mexico)

The design, implementation, and evaluation of faculty development programs have become a priority in both public and private institutions of higher education. This paper discusses a program that has been successful in meeting the needs of both experienced and new faculty members at The Autonomous University of the North East (UANE) in Mexico. The program at UANE features characteristics of effective programs as supported by the literature, including: (1) presentation of supportive theory of skills; (2) demonstration of competencies; (3) practice in simulated and actual settings; (4) structured and open-ended feedback; and (5) coaching for application (hands-on support and assistance). Other features of the program include individualization, grouping for training, incentives for participation, and administrative support. The paper briefly describes the program's setting and its characteristics and the program's design, objectives, content, delivery strategies, evaluation, and follow-up. Some outcomes are identified, and advantages and disadvantages are discussed. (JD)

ED 314 410 SP 031 919

Tishler, Anne G.; Nichols, Suzanne H.
Teacher Preference for Peer Assistance Inservice Education.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; *Inservice Teacher Education; *Peer Teaching; Student Evaluation; *Teacher Attitudes; Teaching Methods; Time Management; *Workshops

The subjects of this study were 165 teachers who participated in peer assistance workshops conducted by peer teachers recognized for their successful teaching. These teachers shared ideas on: (1) classroom/behavior management; (2) organizing instruction; (3) teaching methods for specific content; and (4) student evaluation and reporting. Questionnaires administered to the classroom teachers who participated in these workshops asked them to indicate which ideas in each of these four categories they would implement. In the fall, as school started, follow-up interviews were held at school sites with a sample of the workshop participants to determine implementation success. Results of the study indicated that peer assistance workshops were very productive. The majority of participants indicated that they expected to use some of the idea presented in the summer workshops. Ideas for improving classroom or behavior management were most popular, followed by teaching methods and time management ideas for paper grading and reporting. On-site interviews with teachers in the fall revealed a very high degree of implementation. (JD)

ED 314 426   TM 014 144

Rudner, Lawrence M., Ed.; Conoley, Jane Close; Plake, Barbara S.
Understanding Achievement Tests: A Guide for School Administrators.
American Institutes for Research, Washington, DC.; Buros Inst. of Mental Measurement, Lincoln, NE.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-89785-215-X
PUB DATE- Oct 89
NOTE- 169p.; For three ERIC Digests extracted from this document, see TM 014 145-147.
CONTRACT- RI88062003
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; Administrator Role; *Administrators; Elementary Secondary Education; School Districts; School Personnel; Scores; *Standardized Tests; Testing Problems; Test Interpretation; Test Results; *Test Use

Current information about tests and testing procedures is provided for school district staff, particularly in districts without specially trained testing directors. Practical information is given about selecting and administering tests and about reporting results effectively. This guide opens with a discussion of the basic principles of testing. The various types of district-level tests are described, and different types of test scores are presented. The advantages and limitations of certain types of tests and scores are reviewed. The viewpoints of measurement experts on important issues in testing are expressed in the following chapters: (1) "Common Misuses of Standardized Tests" (Eric Gardner); (2) "Preparing Students To Take Standardized Achievement Tests" (William A. Mehrens); (3) "Matching Your Curriculum and Standardized Tests" (Jane C. Conoley); (4) "Using Customized Standardized Tests" (Paul L. Williams); (5) "Interpreting Test Scores for Compensatory Education Students" (Gary Echternacht); and (6) "Working with the Press" (Allan Hartman). Four additional discussions are appended: "Finding Information about Standardized Tests' (Lawrence M. Rudner and Kathryn Dorko); Organizations That Provide Test Information" (Ronald T. C. Boyd); "Putting Test Scores in Perspective: Communicating a Complete Report Card for Your Schools" (M. Kevin Matter); and "Major Achievement Tests and Their Characteristics" (Northwest Regional Education Laboratory). Names and addresses of major test publishers, and a glossary of testing terms are also included. (SLD)

ED 314 453 TM 014 316

Designing Learning Objectives.
Dependents Schools (DOD), Washington, D.C. Pacific Area.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavioral Objectives; Curriculum Development; *Educational Objectives; Educational Planning; Elementary Secondary Education; Federal Programs; Guidelines; Science Curriculum; *Science Education; Science Instruction; Science Teachers
IDENTIFIERS- *Dependents Schools; *Military Dependents

Guidelines are provided for writing science instructional objectives included in Department of Defense Dependent Schools (DODDS) Pacific Region science objective guides. Revision of the objectives is perhaps the most important part of the curriculum review that occurs for the DODDS once each 7 years. To provide a manageable system of objectives, the DODDS has consolidated the cognitive domain taxonomy of B. Bloom into knowledge and intellectual processes. Two other domains, the affective and the psychomotor, are added. Four levels of objectives incorporate these domains in DODDS science programs: general; program; instructional; and enabling. The level of specificity increases as one proceeds from general to enabling objectives. Instructional and enabling objectives are written in student-centered terms, describing what student behavior should be after some period of instruction. An objective generally contains three parts: (1) a stem, stating the desired behavior; (2) conditions, under which the identified behavior is to be evaluated; and (3) criteria, or standards of acceptable performance students must demonstrate. There are at least four types of content objectives: procedures; rules; concepts; and facts. This document is not intended to be an all-inclusive source for writing objectives, but is intended to stimulate thought. (SLD)

ED 314 302 SO 020 321

Branson, Margaret Stimmann
International and Citizenship Education: Need and Nexus.
PUB DATE- 18 Sep 89
NOTE- 25p.; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, September 16-22 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; Comparative Education; Cultural Interrelationships; Elementary Secondary Education; *Ethnocentrism; *Global Approach; *International Education; Patriotism; Political Attitudes; Social Studies

Two major efforts to redirect the school curriculum that are currently of special concern, not only to educators but to the general citizenry as well, are citizenship education and international or global education. Both deal with the development of competent and responsible citizens whose perspectives, knowledge, and skills will enable them to participate more effectively in local, state, national, and international affairs. Scholars have called for a new, less ethnocentric vision of U.S. history designed to provide a world-historical perspective, a perspective that will cultivate a sense of individual identification with the triumphs and tribulations of humanity as a whole. Due to the role which the United States plays in world affairs, U.S. citizenship is a passport to relevance in world affairs. This call for an expanded view of citizenship education is echoed by professional societies and the National Governors Association. There is, however, debate on the goals and contents of such programs. Some argue that the turning away from a U.S.-centered view promotes a cultural relativism that denies the import and unique value of the U.S. experience and way of life. Another implication of cultural relativism is the equation of all systems as humane or legitimate, when in fact they may not be. The variety of proposals for the content and scope of international education programs reflects the variety of rationales for the need of international education, as well as the fact that no intellectual heritage exists in this area. Good citizenship in today's interdependent world requires a broad, transnational outlook and a greater concern for the human rights of all the world's peoples. (PPB)

ED 314 440 TM 014 233

Schmitt, Dorren Rafael
Three Methods of Cross-Validation: Is There a Difference in Conclusions?
PUB DATE- Nov 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Research; *Generalizability Theory; Methods Research; *Regression (Statistics); *Research Methodology; Sample Size; Validity
IDENTIFIERS- *Cross Validation; *Invariance Principle

Invariance procedures have been known for over three decades. Through the years, these procedures have not been widely used by researchers. One reason for the lack of use is that most of the articles on invariance procedures have been mathematically oriented. This mathematical orientation and the lack of mathematical background on the part of most educational researchers have inhibited the use of generalizability procedures. Generalizability procedures are important in educational research due to the frequency of researchers needing to use small sample sizes. Problems with the use of small samples are compounded by the frequent use of statistical techniques that capitalize on chance. This paper briefly discusses the history of invariance procedures. A discussion of three methods of cross-validation and illustrations for regression are also presented. The three methods are standard cross-validation, double cross-validation, and Gollob's procedure. These procedures can be performed with univariate as well as multivariate statistical procedures. It is contended that, if the researcher cannot use an independent sample, either standard cross-validation or Gollob's procedure would produce the same results. Unless the sample has less than 30 cases, use of standard cross-validation is recommended. Six data tables are provided. (Author/TJH)

ED 314 467 TM 014 342

Farrell, W. Timothy
Standardized Evaluation for Multi-National Development Programs.
PUB DATE- Oct 89

NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Developing Nations; *Developmental Programs; *Evaluation Methods; Foreign Countries; *Foster Care; Human Resources; *International Programs; Longitudinal Studies; *Program Evaluation; *Standardized Tests; Test Construction
IDENTIFIERS- Foster Parents Plan International; *Localization (Administrative); Stakeholder Evaluation; Test Customization

This paper takes the position that standardized evaluation formats and procedures for multi-national development programs are not only desirable but possible in diverse settings. The key is the localization of standard systems, which involves not only the technical manipulation of items and scales, but also the contextual interpretation of findings by local stakeholders. Localization of standardized formats is illustrated via the case of Foster Parents Plan International, a child-sponsorship and community development organization with program activities in over 80 locations in 26 countries with a target population of over 500,000 families. Program activities are aimed primarily at the health, education, and resource (livelihood) sectors. The Field Office Evaluation System (FOES) measures baseline status for planning purposes, progress toward goals, and impact of activities on participating families. Operational goals include access to potable water, vaccination coverage, nutritional status, sanitation and waste disposal, housing, formal education, literacy, and income. These indicators constitute the core of the organization's development goals and activities. The FOES was designed to provide longitudinal information for affiliated target populations, the board of directors, and local, regional, and international management. Localization methodology for the 158-item FOES instrument, which is administered at 3-year intervals to a random sample of 400 household heads, is covered in detail. (TJH)

ED 314 317 SO 020 416

Anderson, William M., Ed.; Campbell, Patricia Shehan, Ed.
Multicultural Perspectives in Music Education.
Music Educators National Conference, Reston, Va.
REPORT NO.- ISBN-0-940796-63-5
PUB DATE- 89
NOTE- 343p.; Black and white photographs may not reproduce well.
AVAILABLE FROM- Music Educators National Conference, 1902 Association Drive, Reston, VA 22091 ($39.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Cultural Awareness; Cultural Education; *Cultural Pluralism; Curriculum Development; Elementary Secondary Education; Foreign Countries; Global Approach; Lesson Plans; *Music; *Music Activities; *Music Education; Songs
IDENTIFIERS- Africa (Sub Sahara); Asia (East); Asia (Southeast); Caribbean; Europe; Latin America; Middle East

The content of music programs in U.S. schools historically has been associated with the art and traditional music of western Europe. The K-12 music curriculum has seldom reflected the ethnic diversity of U.S. society. The Music Educators National Conference maintains that school music must be more broadly defined to encompass this ethnic diversity. The principal aim of this book is to provide a pragmatic approach to the integration of world music traditions in general music classes, particularly at the upper elementary, middle school, and high school levels. Chapter 1, "Teaching Music from a Multicultural Perspective" (W. Anderson, P. Campbell) is an introducation to the rationale and teaching approaches presented throughout the book. The following eight chapters offer lesson plans, complete with music, as well as background information and extensive bibliographies, discographies, and filmographies. The eight chapters are: (1) "North America" (E. McCullough-Brabson, and others); (2) "Latin American and the Caribbean" (D. Olson, S. Ahyoung); (3) "Europe" (P. Campbell); (4) "Sub-Saharan Africa" (B. Lundquist); (5) "The Middle East" (G. Sawa); (6) "South Asia: India" (W. Anderson); (7) "East Asia" (Han, K-H, and others); and

(8) "Southeast Asia" (P. Campbell, W. Anderson). A glossary index, and numerous black and white photographs and illustrations are included. (JB)

ED 314 331 SO 020 444

Smith, Ben A.; And Others

Using Children's Literature To Address Pacific Rim Cultures. Scenario. Workshop presented at the International Conference on Social Studies Education (Vancouver, British Columbia, Canada, June 22-25, 1988).

PUB DATE- 22 Jun 88
NOTE- 42p.; For related documents, see SO 020 445-446. Illustrations and final page may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- *Childrens Literature; Cross Cultural Studies; *Cultural Differences; Culture; Curriculum Enrichment; Elementary Education; *Folk Culture; Social Studies; Teaching Methods
IDENTIFIERS- *Folktales; Pacific Rim; Parley (Peter)

In this age of world-mindedness, children should develop an appreciation and understanding of people of other cultures. This document contains some of the material presented in a workshop on teaching children about the cultures of the Pacific Rim through the use of folklore and folktales. A dialogue from Peter Parley's Adventures of James Jenkins is presented which illustrates some aspects of the culture of Pacific Coast Indian tribes. (Peter Parley is the pen name of Samuel Griswold Goodrich, one of the first U.S. writers of social studies materials intended for children.) A list of activities that could be used in conjunction with this dialogue is offered. The narrative which accompanied a slide presentation and some questions and answers about the dialogue are also included. The dialogue itself contains numerous pen and ink drawings. (JB)

ED 314 345 SO 020 475

Satterwhite, Mary W.
How Does the Life of an Early Settler in West Virginia Compare to Yours? Social Studies Resource Unit.
PUB DATE- May 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Critical Thinking; Curriculum Enrichment; Elementary Education; Geography; Learning Modules; Problem Solving; *Social Studies; *State History; Units of Study
IDENTIFIERS- *West Virginia

Designed to teach students about West Virginia's past and present, this learning module contains objectives for the unit, activity descriptions, and test questions for evaluation. Students will develop an understanding and appreciation of West Virginia heritage, an understanding of the geography of the state and the role it has played in the history and development of the state, and a knowledge of the state's resources and how they have had an impact on state history and development. The students will also become aware of changes that have occurred in all areas of life and recognize reasons for these changes. They will see how people interacted with their natural and cultural environment to meet their needs in the past and compare it to the present. The students practice critical thinking, creative thinking, decision making, and problem solving skills while working independently, in small groups, and in a large group. The walks and trips that are part of this unit's activities help students understand West Virginia's past and present. The traces of the past that still exist should make the past real and provide a bridge to the present. (Author/JB)

ED 314 377 SP 031 782

Dynamics of Effective Study. Bulletin 1825.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 87
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advance Organizers; *Course Content; *Course Objectives; Critical Thinking; Dictionaries; Logical Thinking; Notetaking; Outlining (Discourse); Secondary Education; Student Motivation; *Study Guides; *Study Habits; *Study Skills; Test Wiseness; Time Management

This study skills curriculum addresses the problem of a lack of study skills demonstrated by students in grades 7-10. It focuses on 11 essential knowledge acquisition skills: (1) motivation and ice-breakers; (2) outlining and mapping; (3) time management; (4) PQ5R (Preview, Question, Read, Record, Recite, Review, and Reflect); (5) notetaking; (6) basic logic; (7) test-taking strategies; (8) graphic skills; (9) word roots and dictionary skills; (10) library skills; and (11) critical thinking skills. Brief discussions are offered on evaluative techniques and resource materials. (JD)

ED 314 481 TM 014 382

Butler, Fonda P.
Comparing the Values Hierarchy of the Kentucky Department of Education's Character/Values Task Force. Comparing a Character/Values Task Force to a National Sample.
PUB DATE- Nov 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advisory Committees; *Behavior Standards; Cluster Analysis; Comparative Analysis; Elementary Secondary Education; National Norms; *Personality Measures; *Public Schools; State Departments of Education; Test Reliability; Values Clarification; *Values Education
IDENTIFIERS- *Character Education; *Kentucky State Department of Education; Rokeach Value Survey; Task Force Approach

In March 1989, the Kentucky Department of Education assembled a task force to make recommendations regarding the issue of teaching values and character in public schools in Kentucky. The 23-member task force represented educators, parents, the legislature, state and local school boards, law enforcement agencies, higher education, Catholic archdioceses, and three private institutes. Subgroups of compatible individuals were formed with the aid to the Rokeach Value Survey (RVS). The RVS presents two alphabetized sets of 18 conceptions of desirable terminal values that represent the ultimate end goals of existence and instrumental values consisting of behavioral means of achieving these goals. The process requires subjects to arrange the two sets of values in terms of the importance of the concepts as guiding principles in their lives. Eighteen members of the task force completed the RVS. The universality of the RVS, its inability to deal with individuals' intensities of feeling, and its generation of ipsative, ordinal data with limited applicability have been criticized. Nevertheless, the RVS met the needs of establishing the comparability of the task force and determining internal cohesion among members. Results of the administration of the RVS indicate that the group was sufficiently correlated to the most recent national samples and had higher internal similarity than that of the three major religious groupings in the United States. The instrument also aided in assessing group dynamics. (TJH)

ED 314 495 TM 014 416

Melancon, Janet G.; Thompson, Bruce

Measurement Characteristics of the Finding Embedded Figures Test in "Speed" versus "Power" Administrations.

PUB DATE- Jan 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Testing; Construct Validity; Guessing (Tests); Higher Education; Item Analysis; Measurement; Meta Analysis; Middle Schools; Multiple Choice Tests; *Psychometrics; Secondary Education; *Secondary School Students; *Test Format; Test Items; Test Theory; Test Validity; *Timed Tests; *Undergraduate Students
IDENTIFIERS- *Finding Embedded Figures Test; *Power

Classical measurement theory was used to investigate measurement characteristics of both parts of the Finding Embedded Figures Test (FEFT) when the test was: administered in either a "no guessing" supply format or a multiple-choice selection format; administered to either undergraduate college students or middle school students; and completed in a timed ("speed") format as opposed to untimed ("power") format. Analysis is based on data from several studies conducted by Melancon and Thompson in 1989: (1) 69 undergraduates in the "power" supply format study; (2) 155 undergraduate students completing the FEFT in a "power" multiple-choice format study; (3) 1,528 middle school students completing the FEFT in a "power" multiple-choice format; and (4) 45 undergraduate students completing the FEFT in a "speed" selection administration format in the present study. Coefficient alpha for the FEFT ranged between 0.86 and 0.90 across samples and administration formats. Items generally had desirable psychometric characteristics across the studies. Construct validity analyses support a conclusion that the measure is reasonably valid. A 37-item list of references is included. Five tables present results from the studies. (SLD)

ED 314 534 UD 027 211

Webster, Linda; Larson, Larry
A Student Monitoring System for At-Risk Intervention and Program Improvement.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; High Risk Students; Longitudinal Studies; *Management Information Systems; *Predictor Variables; Program Descriptions; *Program Evaluation; *Student Characteristics; *Student Evaluation

This document reports on the design and development of a comprehensive longitudinal monitoring system that allows for the identification of at-risk students and the evaluation of district programs and services by one high school and five elementary school districts in California and the School of Education at San Jose State University. The goal of the management information system is to gather and analyze data in order to allocate district and state resources to support student achievement. The system is unique for the following reasons: (1) it coordinates collection of longitudinal data on students from elementary, to junior high, to high school; (2) it provides a system for reporting student placement and progress from the high school level back to the elementary level; and (3) it allows districts to monitor benefits of resource and financial allocations. Twenty-three variables, including socioeconomic characteristics, school related behaviors and characteristics, and psychological states, form the student's individual profile. Each variable is defined with gradations that teachers or other support personnel use in evaluating students. System design also includes a three-dimensional evaluation of student achievement that assesses the amount of work a student produces, the level of application of what is learned, and the subsequent performance of the student. A student self-assessment component measures academic self-esteem, feelings of personal autonomy, and educational aspirations. A scan document is used to assess each student and allows school districts call up data relevant to a specific individual or selected population. The system is ideal for reporting state mandated accountability data. A list of three references and a checklist of student socialization behaviors are appended. (FMW)

ED 314 547 UD 027 231

McDonnell, Lorraine M.

Restructuring American Schools: The Promise and the Pitfalls.
Conference Paper No. 10.

Columbia Univ., New York, NY. Inst. on Education and the Economy.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, N.Y.
PUB DATE- Sep 89
NOTE- 66p.; Background paper commissioned for a conference, "Education and the Economy: Hard Questions, Hard Answers," (Brewster, MA, September 5-7, 1989). For a digest of this paper, see UD 027 230.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Administrative Organization; Change Strategies; Classroom Environment; Conference Papers; Economic Factors; *Educational Change; Elementary Secondary Education; Literature Reviews; *School Based Management; School Choice; School Community Relationship; *School Effectiveness; *School Organization
IDENTIFIERS- *Educational Restructuring

Poor educational performance and the changing nature of work and workers have prompted calls for a major restructuring of American schools. The following broad categories of restructuring options are discussed and supporting research is reviewed: (1) decentralizing authority over schooling through school-based management, more professional teaching conditions, and greater parental choice; (2) holding schools more accountable; (3) altering the process and content of classroom instruction; and (4) strengthening the links between schools and the larger community, particularly with business and various social service networks. The following major problems with restructuring are discussed: (1) the connection between the problems of poor educational performance and a changing economy, and the solutions embodied in different restructuring proposals are not always clear or well-articulated; (2) the causes of the problems with the educational system have yet to be definitively identified; (3) very little attention has been given to the costs of various restructuring options or to the new investments in capacity-building that would be needed; and (4) changes in authority over key educational decisions raise normative questions about the governance of public education and which values should prevail. A list of 102 references is appended. (FMW)

ED 314 360 SP 031 171

Freidus, Helen
Gender and the Choice of Teaching as a Second Career.
PUB DATE- Mar 89
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Change; *Career Choice; *Midlife Transitions; *Sex Role; Sex Stereotypes; Social Attitudes; *Socialization; *Teaching (Occupation)

This research paper explores both the meaning of career decisions and the implications of these decisions for teacher education. Since a pilot study indicated that gender realization was influenced by the historical era in which people are raised, four subjects--two men and two women--from different age levels were selected to be the subjects of in-depth case studies. At the onset of the study, all subjects were preservice students; over the course of the study each progressed to the status of novice teacher. Each had left a successful first career. An analysis of the case studies indicated that for each of these subjects the motivation to become a teacher was rooted in a world view comprised of attitudes and values shaped by the home and school experience of early years, particularly the relationship they had with their parents and the gender roles that were the outcome of these experiences. Career decisions and career success and satisfaction had been affected by the presence or absence of role models and mentors. Motivational factors included school experiences, parental expectations, attitudes toward education, developmental needs, desire for autonomy and challenge, and feelings of career achievement. The implications of these findings for schools of education are discussed. (JD)

ED 314 394 SP 031 845

Bercik, Janet T.; Blair-Larsen, Susan

New/Returning Teachers: A Perspective of Their Induction Year Needs.

PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary Secondary Education; Inservice Teacher Education; *Peer Relationship; *Reentry Workers; Student Needs; *Teacher Orientation; Teacher Student Relationship; *Theory Practice Relationship
IDENTIFIERS- *Beginning Teacher Induction

The purpose of this study was to provide data on teacher induction and to find ways in which a college/university may provide assistance to a school with teachers in their induction year. The study was conducted in three parochial schools that had requested a teacher induction program because of a large influx of new teachers. Descriptions are given of each of the schools and their unique problems and needs. Information was gathered through interviews with the teachers and observations of classrooms. Prime concerns in each school centered on special student needs, instructional needs, groupings, discipline, student placement, retention problems, and parental demands. The emerging induction program focused on three major points: (1) constructive dialogue between teachers and administrators, providing teachers with mutual support and reinforcement; (2) a broad based support system for new/returning teachers; and (3) workshops for new teachers centering on classroom management and discipline. Some recommendations are made concerning the need for teacher education

programs to address the practical aspects of teaching as well as the theoretical aspects. (JD)

ED 314 411 SP 031 920

Mitchell, Kay H.; And Others
Attitudes toward Assertive Discipline.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; *Behavior Modification; *Classroom Techniques; *Discipline; Elementary Secondary Education; *Junior High Schools; Positive Reinforcement; *Teacher Attitudes
IDENTIFIERS- *Assertive Discipline; Quitman Consolidated School District MS

The purpose of this study was to determine if there was a significant difference among attitudes of teachers in the Quitman Consolidated School District (Mississippi) toward assertive discipline when the variables of grade level, gender, and years of experience were considered. Significant differences were sought between: (1) elementary, junior high, and high school teachers; (2) attitudes of male and female teachers; and (3) attitudes of teachers with varying lengths of experience. The population of the study were 159 teachers in grades kindergarten through 12, 97 of whom responded to the survey questionnaire. Results indicated that the variables of gender and years of experience were not significantly different. Based on the results, it is concluded that junior high teachers perceive assertive discipline as more effective than do elementary or high school teachers. A large majority of junior high school teachers felt that assertive discipline had a positive effect in their classroom and on the school as a whole. (JD)

ED 314 454 TM 014 317

Cannell, John Jacob
How Public Educators Cheat on Standardized Achievement Tests: The "Lake Wobegon" Report.
Friends for Education, Albuquerque, NM.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.
PUB DATE- 89
NOTE- 125p.; Book is a follow-up to the report "Nationally Normed Elementary Achievement Testing in America's Public Schools: How All 50 States Are above the National Average" by the Friends of Education.
AVAILABLE FROM- Friends for Education, 600 Girard Boulevard NE, Albuquerque, NM 87106 ($15.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Gains; *Achievement Tests; *Cheating; Elementary Secondary Education; National Surveys; *Norm Referenced Tests; Public Schools; School Personnel; *Scores; *Standardized Tests; State Norms; State Programs; *Testing Problems; Testing Programs; Test Interpretation; Test Norms; Test Results; Test Use
IDENTIFIERS- California Achievement Tests; Comprehensive Tests of Basic Skills; Iowa Tests of Basic Skills; Lake Wobegon Phenomenon; Metropolitan Achievement Tests; SRA Achievement Series; Stanford Achievement Tests

American school officials almost invariably compare local and national achievement through one of the following norm-referenced tests: (1) the California Achievement Test; (2) the Stanford Achievement Test; (3) the Metropolitan Achievement Test; (4) the Science Research Associates Test; (5) the Comprehensive Test of Basic Skills; and (6) the Iowa Test of Basic Skills. The vast majority of districts has shown steady improvement in norm-referenced test scores over the past 15 years despite the fact that other indicators of achievement do not reflect gains in American education. By early 1988 all 50 states were testing above the publisher's national norm, a phenomenon dubbed the "Lake Wobegon" effect, in reference to the mythical town where all children are above average. The survey conducted for this report in 1989 found 48 of the 50 states again scoring above the national norm, while 90% of elementary schools and 80% of secondary schools exceeded the national norm. The causes of this phenomenon (including possible cheating, deceptive testing practices, and misleading reporting methods) are discussed, and steps to avoid cheating are reviewed. A final chapter considers the effects of these inflated scores. Three appendices present: the test results from the 50 states; a survey of test security practices; and other indicators of state achievement. (SLD)

ED 314 509 TM 014 584

Eagle, Eva; Schmitt, Carl

Patterns and Trends of Stopping Out from Postsecondary Education: 1972, 1980, and 1982 High School Graduates. E.D. TABS. National Longitudinal Study 1972. High School and Beyond.

National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-403
PUB DATE- Jan 90
NOTE- 66p.; Data Series: SP-HSB-80/86-4.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Degrees (Academic); Dropout Rate; *Dropouts; Educational Attainment; Educational Trends; *Enrollment; Grade 10; Grade 12; Graduate Surveys; *High School Graduates; High Schools; Institutional Characteristics; National Surveys; Outcomes of Education; Postsecondary Education; Statistical Data; *Stopouts; *Student Characteristics; *Tables (Data)
IDENTIFIERS- High School and Beyond (NCES); National Longitudinal Study High School Class 1972

This Department of Education (ED) Tabulation presents a wide range of data on patterns of stopping out and dropping out from postsecondary education (PE) that 1972, 1980, and 1982 high school graduates experienced. The data compare how these respective cohorts differ by examining the percentage who attend continuously; they also describe patterns of stopout or dropout of PE by time of entry, educational outcome, and selected student characteristics. Data are displayed in six tables. Estimates in the first two tables were based on the National Longitudinal Study of 1972 high school seniors. Estimates in the third and fourth tables were based on the High School and Beyond 1980 senior cohort. Estimates in the fifth and sixth tables were based on the High School and Beyond 1980 sophomore cohort. Data elements used in this analysis for the 1980 senior and sophomore cohorts were drawn from the base year, and first through third follow-up surveys. Data for the 1972 senior cohort were drawn from the base year, first through fifth follow-ups, and PE transcript file. Students who delayed entry into PE were more likely to drop out than were those who entered immediately after high school graduation. The dropout rate was higher at 2-year institutions than at 4-year or less-than-2-year institutions; stopping out was more common at 2-year and 4-year institutions than at less-than-2-year institutions; males and females generally stopped out of PE at the same rate. The location of a few key statistics and their standard errors, and a discussion of technical notes and methodology are provided. (RLC)

ED 314 522 UD 027 189

Homelessness: A General Information Packet.

Homelessness Exchange, Washington, DC.

SPONS. AGENCY- Edison Electric Inst., Washington, DC.
PUB DATE- Feb 88
NOTE- 102p.; Pages 53-71 will not reproduce clearly due to blurred type.
AVAILABLE FROM- Homelessness Information Exchange, 1830 Connecticut Ave., NW, 4th floor, Washington, DC 20009 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Citizen Participation; *Community Action; *Economic Factors; *Federal Aid; Federal Programs; Financial Support; Health Needs; Helping Relationship; *Homeless People; *Housing Needs; Information Services; Poverty; *Social Services; Unemployment; Voluntary Agencies

This packet contains documents that provide general information about homelessness and the need for both Federal and local action to help the homeless people in America. Sections 1 and 2 contain the following articles released by the Homelessness Information Exchange: (1) "The Problem of Homelessness Nationwide"; and "Alternative Family Housing Projects." Section 3 is an article by the National Coalition for the Homeless, "Homelessness in America: A Summary" that includes a list of relevant publications to order and organizations to contact. Section 4 contains a report from the U.S. General Accounting Office entitled "Homelessness: A Complex Problem and the Federal Response." Section 5 contains a report from the Democratic Study Group of the U.S. House of Representatives. Section 6 contains the following articles about Federal funding:

(1) "Programs and Funding for the Homeless Enacted in the 100th Congress" issued by CRS Report for Congress; and (2) "Stewart B. McKinney Homeless Assistance Act Appropriations 1989." Section 7 comprises the following newspaper articles on homelessness: (1) "Homeless/Hunger on Rise, Mayor's Report Reveals"; (2) "Continued Rise In Emergency Needs Predicted In National Survey"; (3) "Hunger, Homelessness Up Steeply, Mayors Say"; (4) "Food and Shelter Demand Increasing"; (5) "Homeless In America"; (6) "Little Separates the Homeless from Rest of Us, Says Professor"; (7) "Contemporary Homelessness Represents Qualitative Change In Poverty"; (8) "Study Predicts 18.7 Million Americans Will Lack Affordable Housing by 2003"; (9) "Federal Government Must Take The Lead In Alleviating Suffering Of Homeless"; (10) "Why Does Homelessness Continue?"; (11) "Rural Areas See Homeless Rising; Report Calls For Emergency Relief"; (12) "Homelessness and the Mentally Ill: A Societal Tragedy--More Funds Needed for Mental Health Plan"; (13) "Homelessness and Social Ties"; (14) "Homeless Health Needs Examined in Hearings"; and (15) "Nutrition And The Homeless: Part II: Special Needs." Section 8 contains a bibliography with 15 references. Section 9 contains a list of free publications available to the public. Section 10 contains a list of eight publications available from the Homelessness Information Exchange. Three charts, two graphs, and two tables are included. (JS)

ED 314 378 SP 031 786

Murray, Frank B.

The Structure of Teacher Education Reform in the United States: Some Projects at the University of Delaware.

PUB DATE- Aug 89

NOTE- 31p.; Paper presented at the 10th Congress of the World Association for Educational Research (Prague, August 30, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Change; *Excellence in Education; Higher Education; *Minority Group Teachers; Organizational Change;

*Professional Recognition; Teacher Education Curriculum; *Teacher Education Programs; Teacher Recruitment; Teaching (Occupation)

IDENTIFIERS- University of Delaware

This paper addresses the progressive efforts to reform teaching in the United States by making it into more of a profession. Three main components of teacher education, each designed to address a particular aspect of the teacher's work, are discussed: (1) the arts and science component in which prospective teachers acquire knowledge of the subject matter they will teach, and also acquire a liberal education that will enable them to go beyond mere teaching technique; (2) the pedagogical knowledge component in which the prospective teacher acquires a knowledge of teaching, educational research findings, and educational theory; and (3) the clinical component in which the prospective teacher practices and begins to master the teacher's art and craft. Descriptions are given of how the teacher education program at the University of Delaware has been re-structured in these components to meet current needs for reform. Included in reflections regarding needs changes in teacher education are suggestions for recruiting more talented minority group teachers. It is pointed out that hopes for a genuine profession of teaching rest upon reform of each segment of the teacher education program and also a realization that these reforms are insufficient without the restructuring of the schools. (JD)

ED 314 427 TM 014 145

Mehrens, William A.
Preparing Students To Take Standardized Achievement Tests. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-2
PUB DATE- Dec 89
NOTE- 3p.; For document from which this Digest was extracted, see TM 014 144.
CONTRACT- RI88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; Administrator Role; *Administrators; Elementary Secondary Education; *Standardized Tests; *Test Coaching; Test Interpretation; Test Wiseness
IDENTIFIERS- ERIC Digests; Fact Sheets; *Teaching to the Test

A discussion of appropriate ways of preparing students to take standardized tests is presented for school administrators. The point at which preparation practices move beyond the ethical depends on the inferences one wishes to draw from test scores. Inferences drawn from test scores are general in nature and will be inaccurate if instruction is limited to the actual objectives sampled in the test or, worse yet, to the actual questions on the test. Appropriate activities include teaching students general test-taking skills that would help students answer questions correctly if they have mastered the objectives. These skills are relatively easy to teach and should not take much instructional time. (SLD)

ED 314 441 TM 014 235

Schmitt, Dorren Rafael
The Validation of a Software Evaluation Instrument.
PUB DATE- Nov 89
NOTE- 28p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989). Based on research for a dissertation, University of New Orleans.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *College Students; *Computer Software; Construct Validity; Content Validity; *Courseware; Graduate Students; Higher Education; Predictive Validity; Secondary Education; *Secondary School Mathematics; Test Reliability; *Test Validity
IDENTIFIERS- *Instrument for Software Evaluation for Educators; *Software Evaluation; Validation Verification and Testing Techniques

This study, conducted at six southern universities, analyzed the validity and reliability of a researcher developed instrument designed to evaluate educational software in secondary mathematics. The instrument called the Instrument for Software Evaluation for Educators uses measurement scales, presents a summary section of the evaluation, and provides recommendations for purchasing decisions. The study sample included 304 education students enrolled in graduate and undergraduate mathematics methods and computer education courses. The software was selected from commercial and public domain clearinghouses. A total of 52 packages were used on Apple and IBM personal computers. Content areas of the courseware included algebra, geometry, trigonometry, calculus, general mathematics, and statistics. Content, construct, and predictive validity as well as internal consistency and test-retest reliability of the evaluative instrument were investigated. Results indicate that the instrument has appropriate content validity, four stable constructs, and retest reliability. (TJH)

ED 314 468 TM 014 348

Freese, Anne Reilley
How American Educational Policy and Practices Impact the Language and Culture of an American Pacific Island.

PUB DATE- Apr 88

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *College Students; *Cultural Influences; Cultural Interrelationships; *Educational Policy; English (Second Language); Higher Education; High School Graduates; High Schools; Language of Instruction; Language Role; *Language Usage; Modernization; Samoan; *Samoan Americans; Social Influences; Sociocultural Patterns; *Student Behavior
IDENTIFIERS- *American Samoa

The impact of the western educational model and the use of English on the language and traditional behaviors of young people in American Samoa was studied. Results from a 1973 study were compared with results collected in 1987 using the same instrument to measure changes in language and culture-related behaviors. A survey of nearly 190 American Samoans graduating seniors was conducted in May 1973 to determine the extent to which the English language had penetrated into Samoan society and to determine the impact of western education on the culture, language, and traditional behaviors of American Samoan youth. Subjects for the current study were 173 students attending American Samoa Community College. Data were collected using the background information sheet developed for the initial survey. The general design of the self-report instrument was adopted from the Acculturation Scales of D. Gold (1966). Comparing 1973 and 1987 results indicated a general shift to increased English usage and a decrease in the amount of Samoan language used in nearly all interpersonal situations. Samoan did continue to be the primary language used with parents, but was no longer the primary language with siblings. In 1987 students had shifted their preferences toward western styles of dress, an overt characteristic of acculturation. These findings reflect the need to determine the educational and cultural priorities of the American Samoan population. Three tables contain study data. (SLD)

ED 314 303 SO 020 323

Alexandre, Laurien
International Issues, Media Coverage and Public Ignorance: or, So, Where Is Africa, Anyway?

PUB DATE- 22 Sep 89
NOTE- 19p.; Paper presented at the International Conference on Constitutional Government and the Development of an Enlightened Citizenry (Los Angeles, CA, Seotember 16-22 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; Information Dissemination; International Education; Knowledge Level; *Mass Media Effects; *Mass Media Role; Media Research; News Media; Political Attitudes; *Public Opinion; *Social Influences; Television; *World Affairs

It is commonplace to lament the lack of knowledge about world issues and events exhibited by U.S. citizens. Communication scholars criticize the mass media's poor coverage of world affairs and stereotypic portrayals of distant lands and leaders. Despite sophisticated communications networks, U.S. mass media provide only a limited window on the world, and the view outside is fragmented, partial and prejudicial. Surveys have repeatedly revealed the global illiteracy of U.S. citizens and their fear or hostility to foreign governments and ideas. While the diversity of media seems to encourage political debate and the public's involvement, the corporatized, homogenized newspaper chains seem to aim for the lowest common denominator of public intelligence and political discourse. It is precisely the consumption of trivialized news stories and fragmented fictions that overload viewers, confuse media consumers, and often narcotize rather than energize. The concept of news favors personality over issue, event over content, and official positions over popular grievances. The classical theory of liberal democracy is that media will enable people to develop informed opinions that will be translated into the nation's political will. Educators have a challenge to reveal that mass media news is a cleverly contrived social construction. The monopoly ownership of the public information channels must be democratized. Cultural exchange and cross-national dialogue should be encouraged. U.S. citizens must realize that their lives are ultimately affected by international issues that are not being reported on the networks. A list of 14 references is included. (PPB)

ED 314 332 SO 020 445

Davis, John C.; And Others
Approaching 21st Century Social Studies with 19th Century Wisdom: A Peter Parley Model.
PUB DATE- 26 Mar 88
NOTE- 23p.; Paper presented at the Southeast Regional Council for the Social Studies (Nashville, TN, March 24-26, 1988). For related documents, see SO 020 444-446.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Childrens Literature; Cultural Awareness; Culture; Elementary Secondary Education; Geography; History; Reading Materials; *Social Studies; *Teaching Methods
IDENTIFIERS- *Parley (Peter)

Peter Parley (Samuel Griswold Goodrich) was the earliest writer of popular social studies books and magazines for children. His books were in print from 1828 through 1912 and sold over 12 million volumes. An annotated bibliography of 45 of his works located in the deGrummond Collection at the University of Southern Mississippi (Hattiesburg) is provided. This is followed by a brief discussion of the importance of the Peter Parley books. It is suggested that teachers now searching for ways to popularize social studies might benefit from examining some of those books. A fictional dialogue between a narrator and Peter Parley illustrates some of the devices used in the Peter Parley books; for example, numerous illustrations, questions at the end of each page that help children internalize information by restating it in their own words, the use of poetry and literature to teach such topics as geography, history, and culture, and the use of lively narrative. A five-item bibliography of references concludes the document. (JB)

ED 314 346 SO 020 477

Sperry, Robert
Education in the Northern Marianas: General Information and Bibliography of English-Language Materials.
PUB DATE- Feb 89
NOTE- 8p.; For related documents, see SO 020 478-481.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Educational Practices; Elementary Secondary Education; English (Second Language); Foreign Countries; History; Libraries; Postsecondary Education; Private Education; *Public Education; Research Reports; Resource Materials
IDENTIFIERS- *Northern Mariana Islands

The Northern Marianas are a chain of 14 islands in the western Pacific, north of Guam, which together constitute the self-governing Commonwealth of the Northern Marianas. The population of the islands in 1987 was approximately 36,000 with most of the inhabitants living on Saipan, the largest island. Sixteen thousand of these people were aliens, mostly Korean, Chinese, and Filipino. Schools follow a U.S. curriculum, and school attendance is required through grade 9 or until the student is 16. School enrollment is about 6,200. About half of all students fail to complete high school. Located on Saipan, Northern Marianas College, in conjunction with San Jose State University, offers baccalaureates and a master's degree in education. Approximately 300 students are enrolled in postsecondary courses in colleges and universities in Guam, Hawaii, and the U.S. mainland. The bibliography section of this document lists 34 English-language items dealing with education in the Commonwealth. (JB)

ED 314 395 SP 031 866

Sapone, Carmelo V.
A Mentorship Model for Students At-Risk.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affective Objectives; *College School Cooperation; Curriculum Development; Elementary Secondary Education; Higher Education; *High Risk Students; *Humanistic Education; Low Achievement; *Mentors; Program Development; Self Esteem

In this discussion of the use of mentors working with at-risk students, it is suggested that universities involved in preservice education should establish jointly, with local schools, the training of teachers in affective education--mainly in the area of self-esteem. The stress on cognitive development should take a secondary role, rather than a primary role, at least initially; affective strategies should become the primary role of this university/school relationship. It is recommended that university and school personnel become partners in: (1) the identification of at-risk students; (2) the development of appropriate curriculum and intervention strategies to raise the self-esteem of at-risk students; (3) the training and use of mentors dealing in the affective arena with at-risk students; and (4) the expansion of the role of mentors in schools to help students achieve personal worth, personal competence, and dignity in school and in life. A list of 45 variables that have been found to be associated with at-risk students is appended. (JD)

ED 314 412 SP 031 922

Mammucari, Darlene

Gifted and Creative Studies Network: A University Based School District Linked Program of Collaboration in the Area of Gifted Studies.

PUB DATE- Nov 89

NOTE- 12p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academically Gifted; *College School Cooperation; Coordination; *Educational Innovation; Elementary Secondary Education; *Gifted; Linking Agents; *Networks; Outreach Programs; *Staff Development

A description is given of the Gifted Studies Network, established to meet the needs of teachers of the gifted. The purpose of the program is to work with local school districts and local educational agencies in the development and implementation of alternative methods of educating the gifted learner, using programs ordinarily not offered in the regular school setting. Local school districts and educational agencies, whether public, private, or independent, are invited to participate. To date, more than 15 agencies have participated and over 600 students have been served in a given year. The network is based on the principle of collaboration, to ensure that undergraduate and graduate programs are contemporary and responsive to existing needs of the field. Outreach experiences are designed to unite school district personnel and university personnel in a common effort. (JD)

ED 314 496 TM 014 419

Prosser, Barbara
Beware the Dangers of Discarding Variance.
PUB DATE- Jan 90
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Data Analysis; *Multiple Regression Analysis; Predictor Variables; *Research Design; Research Methodology; Research Problems
IDENTIFIERS- Planned Comparisons; *Variance (Statistical)

The value of variance is emphasized, and the element of design, frequently not adequately understood, is clarified to underscore the importance of variance to the researcher. Two analytic methods, analysis of variance (ANOVA) and multiple regression, are discussed in terms of how each uses/applies variance. Advantages and major difficulties with ANOVA are described, with the main problem with ANOVA and related methods being that they require predictor variables to be nominally scaled. The strengths of multiple regression are presented, and the use of planned comparisons is discussed. Discarding variance is cited as one of the prevalent methodology errors in education dissertations. The tendency to equate ANOVAs with experimental designs leads to the discarding of variance through the process of putting continuous variables into categories. A small data set of six groups illustrates how keeping all variance can help provide a more effective and sensitive analysis of data. One data table and a 26-item list of references are included. (SLD)

French, Dan; Nellhaus, Jeff

Changing Schools and Communities: A Systemic Approach to Dropout Prevention.

Massachusetts State Dept. of Education, Boston.

PUB DATE- Nov 89

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Community Involvement; *Dropout Prevention; *Dropout Research; Educational Change; Educational Environment; Educational Improvement; Futures (of Society); *High Risk Students; Parent Participation; Rural Education; *School Community Relationship; School Effectiveness; School Policy; Secondary Education; Urban Education

IDENTIFIERS- Empowerment; *Massachusetts; Partnerships; *Systemic Change

This handbook draws attention to the problem of dropouts in Massachusetts and offers solutions to increase the chances that all students will succeed. It suggests the need for systemic, school-based changes to foster learning environments that meet the emotional, social, physical, and cognitive needs of all students and staff. The handbook is comprised of a preface, three chapters, and a conclusion. Chapter 1, "The Scope of the Problem," includes the following sections: (1) "Who Is Dropping Out?"; (2) "Costs of Dropping Out"; (3) "Factors Related to Dropping Out"; and (4) "Myths and Realities of Dropping Out." Chapter 2, "Strategies to Reduce Dropouts," advocates the following approaches; (1) "Promote Systemic School Change," including the components of governance and leadership; school climate; academic, attendance, and discipline policies; school organization; instruction; student support services; staff development; and parent involvement; (2) "Support Diversity of Choice"; and (3) "Build Community Support." Chapter 3, "Planning for Change and Improvement," proposes a model comprising the following steps: (1) "Form a School Improvement Team"; (2) "Conduct a School-Community Needs Assessment"; (3) "Develop a Plan for Change and Improvement"; (4) "Gain Local Support and Approval of the Plan"; (5) "Implement the Plan"; and (6) "Evaluation and Replication." A list of 39 references is included. Resources on dropout prevention/restructuring and suggested readings are appended. (AF)

Knapp, Michael S.; Turnbull, Brenda J.

Better Schooling for the Children of Poverty: Alternatives to Conventional Wisdom. Study of Academic Instruction for Disadvantaged Students. Volume I: Summary.

Policy Studies Associates, Inc., Washington, DC.; SRI International, Menlo Park, Calif.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 90
NOTE- 40p.; For volume 2, see UD 027 357.
CONTRACT- LC88054001
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Basic Skills; Classroom Research; *Classroom Techniques; *Curriculum Development; *Economically Disadvantaged; Elementary Education; *Elementary School Students; *Instructional Innovation; Literacy Education; Literature Reviews; Research Reports

This document summarizes the first report of the Study of Academic Instruction for Disadvantaged Students, a 3-year investigation of curriculum and instruction in elementary schools serving high concentrations of poor children. (The first report constitutes volume 2 of a projected series). Recent scholarship, theory, and experimentation in the classroom highlight flaws in the "conventional wisdom" that emphasizes the following approaches to teaching reading, writing, and mathematics to the economically disadvantaged: (1) remediation of the learners' deficits; (2) a curriculum broken down into discrete skills; (3) teacher-directed instruction; (4) a uniform approach to classroom management; and (5) the grouping of students by ability. Appropriately applied, the following alternatives show promise of improving conventional practice: (1) an emphasis on the knowledge students bring to school; (2) explicit teaching of how to function in the "culture" of the school; (3) early emphasis on appropriate "higher order" tasks; (4) extensive opportunities to learn and apply skills in context; (5) an emphasis on meaning and understanding in all academic instruction; (6) a combination of teacher-directed and learner-directed instruction; (7) variation in classroom management approaches depending on the kind of academic work being done; (8) some use of grouping arrangements that mix ability levels; and (9) more flexibility in grouping arrangements. A list of 39 references, a discussion of the larger study of which this is a part, and the table of contents of volume 2, "Commissioned Papers and Literature Review," are appended. (FMW)

ED 314 318 SO 020 418

de Varona, Frank
Hispanics Must Be Included in Our Textbooks.
PUB DATE- 11 May 89
NOTE- 10p.; Paper presented at the National Association of Bilingual Administrators Conference (Miami, FL, May 11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Hispanic Americans; *History Textbooks; *Improvement; *Textbook Bias; *Textbook Content; *United States History
IDENTIFIERS- Aviles (Pedro Menendez de); Farragut (David Glasgow); Galvez (Bernardo de)

Entire generations of U.S. historians have ignored the role of Hispanics in U.S. history. Yet Hispanics have played major roles from the time of the Revolutionary War to the present. General Bernardo de Galvez, the Spanish governor of the Louisiana Territory during the American Revolution, sent supplies to the rebel armies. When Spain entered the war against Great Britain in 1779, he raised an army in New Orleans and drove the British out of the Mississippi Valley and later out of the Gulf of Mexico. Other Spanish naval and military campaigns contributed to the final victory against Great Britain. Most history textbooks mention David Glasgow Farragut, the Union naval hero of the Civil War, but none mentions that he was of Hispanic origin. The Anglo settlers of the United States clashed with and defeated Hispanics in the Southeast and Southwest, which could explain the exclusion of Hispanics from textbooks. One does not highlight the significant achievements of the enemy or discuss the enemy's contribution to the exploration and settlement of the country. It is time that an effort is made to include the contributions of Hispanics to the nation's history. To deny any group knowledge of its contributions diminishes its sense of self-worth. The lack of information about minority group achievement contributes to the development of myths and stereotypes and erodes the image of the minority in the eyes of the public. Appended to the document is a statement on the development of bias-free textbooks and teaching materials. (JB)

ED 314 428 TM 014 146

Echternacht, Gary
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-5
PUB DATE- Dec 89
NOTE- 3p.; For document from which this Digest was extracted, see TM 014 144.
CONTRACT- RI88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Achievement Tests; *Administrator Role; Administrators; *Admission Criteria; *Compensatory Education; Educational Assessment; Elementary Secondary Education; *High Risk Students; Objective Tests; *Program Evaluation; Scores; Selection; Standardized Tests; *Test Interpretation; Test Use
IDENTIFIERS- ERIC Digests; Fact Sheets; Selection Tools

Following the rules and regulations of compensatory education programs requires the use of objective measures in selecting students for programs, assessing their progress, and monitoring the program's quality. Administrators must remember the following four points when they use test scores for compensatory education students: (1) test scores alone should not be used to select students; (2) good programs select students through several assessment tools rather than just one; (3) administrators should not use out-of-level tests; and (4) the use of tests for lower grade levels may be less frustrating for some students, but will not give an accurate picture of the content learned or the real meaning of the scores. It is also important to understand that the term "grade level" in testing does not relate to how well students perform in the classroom. When students score at grade level, about half of their peers score higher and about half score lower. Administrators must also differentiate the degree of error in individual and group scores. Interpretations are most sure when administrators consider district averages, followed by building averages, classroom averages, and individual students' scores. (SLD)

ED 314 455 TM 014 318

South Carolina Exit Examination: Questions and Answers. A Basic Skills Assessment Publication.

South Carolina State Dept. of Education, Columbia. Office of Research.
PUB DATE- 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; Adult Education; *Basic Skills; *Graduation Requirements; High Schools; *High School Students; Minimum Competency Testing; Public Schools; *State Programs; Study Guides; *Test Coaching; Testing Programs; Test Use
IDENTIFIERS- *Exit Examinations; *South Carolina; South Carolina Basic Skills Assessment Program

This booklet answers frequently asked questions about the Exit Examination that students in South Carolina must pass before they receive a high school diploma. As provided for by the Education Improvement Act of 1984, the State Board of Education adopted the South Carolina Basic Skills Assessment Program (BSAP) objectives in 1985 as the basis for the Exit Examination. The Exit Examination consists of three subtests: (1) writing; (2) reading; and (3) mathematics. The examination is administered in the spring of each year to students in grades 10, 11, and 12 in public school and to Adult Education students. It is also administered each fall to all 12th-grade public and Adult Education students. A score of 700 or above is required to pass the reading and mathematics subtests; a score of 3 is required to pass the writing subtest. A student must pass all three subtests in order to pass the Exit Examination. This guide contains information on preparing for and taking the Exit Examination as well as a description of the ways in which skills are tested in the examination. Sample questions with answers are given for each of the subtests. (SLD)

ED 314 482   TM 014 386

Pugh, Richard C.; And Others

Alternative Solutions for ANOVA Using 2-Way and 3-Way Completely Randomized Factorial Designs with Disproportional Cell Sizes.

PUB DATE- Oct 89

NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 20, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Analysis of Variance; Behavioral Sciences; Comparative Analysis; *Computer Software; *Multivariate Analysis; Problem Solving; Textbook Evaluation

IDENTIFIERS- *Factorial Designs; Orthogonal Comparison; Software Evaluation; *Statistical Analysis System; *Statistical Package for the Social Sciences

Three alternative solutions available for analysis of variance (ANOVA) using two-way and three-way completely randomized factorial designs with disproportional cell sizes across all two-way and three-way summary tables with no empty cells are discussed. These solutions are categorized as unique, sequential, and experimental. The procedures used, the Statistical Package for the Social Sciences-X (SPSSX) (release 3.1) ANOVA and multivariate analysis of variance (MANOVA) procedures and the Statistical Analysis System (SAS) (release 5.18) general linear models (GLM) procedure, report the same results for only the unique solution for each effect. Similarities as well as differences were found among the sequential and experimental solutions. Comparisons across the three software procedures were demonstrated by illustrating the adjustment procedures to effects through the use of multiple regression and orthogonal coding. It is evident that caution needs to be exercised in the interpretation of the results from the three software procedures and in relating the results to textbooks in the behavioral sciences. Eight data tables and three figures are provided. (TJH)

ED 314 361 SP 031 563

Caroleo, Orazio
Nutritional Intervention for People with AIDS.
World Leisure and Recreation Association, Ottawa (Ontario).
PUB DATE- Jun 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Dietetics; Eating Habits; *Food Service; Leisure Time; *Nutrition; Quality of Life; *Therapeutic Recreation

This newsletter addresses the nutritional needs of people with acquired immune deficiency syndrome (PWAs) which are of concern to recreational professionals who are responsible for providing leisure services for them. Recreation professionals need to incorporate into their programs nutritional counseling, food banks or referrals to such, healthy meals, a wide variety of leisure activities, leisure counseling, fitness programs, and unlimited opportunities for social interaction. A list is provided of the most common food-related problems of PWAs and methods to enhance their food consumption. (JD)

ED 314 379 SP 031 802

Reinhartz, Judy; Reinhartz, Dennis
Teach-Practice-Apply: The TPA Instruction Model, 7-12.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1834-6
PUB DATE- Apr 88
NOTE- 106p.
AVAILABLE FROM- National Education Association Professional Library, Box 509, West Haven, CT 06516 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Formation; *Cooperative Learning; *Discussion (Teaching Technique); Educational Games; Instructional Effectiveness; *Instructional Improvement; Secondary Education; Simulation; Teaching Methods; *Teaching Models

This proposed alternative instruction model is based on the teach-practice-apply (TPA) paradigm. This paradigm provides a structure facilitating change, while ensuring the enhancement of instructional effectiveness. Suggestions are provided that secondary teachers can use in their classrooms. The steps inherent in the use of each teaching strategy are described and practice followup activities are provided for teachers. Assessment criteria for self-evaluation are listed. Although the teaching strategies differ from one another, the TPA model provides a unifying structure that allows teachers to acquire and implement them. Practical examples are given for various subject areas--social studies, science, mathematics, English, foreign languages and the arts--to illustrate the implementation of each strategy. The final three chapters provide more concrete, hands-on activities because of the practical nature of the strategies involved. (JD)

ED 314 442 TM 014 236

MacArthur, Shiela S.; And Others
Employment among High School Juniors: A Study of Selected Variables.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Education Work Relationship; Extracurricular Activities; *Grade 11; Grade Point Average; High Schools; *High School Students; Part Time Employment; Postsecondary Education; *Predictor Variables; Public Schools; Racial Differences; Regression (Statistics); Sex Differences; Socioeconomic Status; *Student Employment
IDENTIFIERS- Survey of Study Habits and Attitudes

This study investigated the relationship between employment status among high school juniors and the following: (1) grade point average (GPA); (2) scores on Brown and Holtzman's Survey of Study Habits and Attitudes (SSHA--W. F. Brown and W. H. Holtzman, 1967); (3) the level of participation in extracurricular activities; (4) plans for postsecondary education; (5) number of hours worked; (6) race; (7) gender; and (8) socioeconomic level. Multiple regression was used to analyze the data obtained from 400 high school juniors (200 working and 200 not working during the fall of 1988). Subjects were enrolled in public high schools in a southern city. There was a significant relationship between employment status and GPA and SSHA scores, with a lower mean GPA and lower SSHA scores among working students than among non-working students. The collective variables of number of hours worked, gender, race, and socioeconomic level also had a significant relationship with SSHA scores. The findings suggest that administrative personnel need to evaluate the merits and disadvantages of student employment. Although the American work ethic is admirable, the trade-offs may be too costly for high school students. Five tables present the study data. (Author/SLD)

UD

ED 314 510 UD 026 873

McMullan, Bernard J.; And Others
Reclaiming the Future: A Framework for Improving Student Success and Reducing Dropout Rates in Philadelphia.
Wolf (W.C.) Associates, Inc., Philadelphia, PA.
PUB DATE- 88
NOTE- 126p.
AVAILABLE FROM- Philadelphia Schools Collaborative, 21st & The Parkway, Philadelphia, PA 19103.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Educational Improvement; *Educational Principles; Elementary Secondary Education; High Risk Students; Literature Reviews; Program Descriptions; *Program Development; Program Evaluation; *School Effectiveness; Student Needs; Urban Schools
IDENTIFIERS- *Pennsylvania (Philadelphia)

This document summarizes the literature on the causes of dropping out, reviews national dropout prevention initiatives, proposes a set of principles to guide dropout prevention programs, and recommends a framework of policies for the Philadelphia (Pennsylvania) Public Schools. The dropout literature indicates that dropping out is a developmental process involving a complicated interaction of student and school factors. The following effective programs were identified: (1) the Youth Entitlement Project (YIEPP); (2) the Summer Employment and Training Program (STEP); and (3) Job Corps. The following programs also appeared to be effective: (1) the Job Readiness Program; (2) the Philadelphia High School Academies; (3) the Focus Project; (4) Project COFFEE; (5) the Family Learning Center; and (6) Cities in Schools. The following principles were compiled from an analysis of program features: (1) deliver education in small, intensive units; (2) develop high teacher expectations, reinforce student self-worth, and hold students to clear standards; (3) use a wide range of instructional techniques; (4) meet the broad range of disadvantaged students' needs; (5) incorporate sustained adult contact; (6) establish school-community partnerships; (7) build in economic incentives; (8) remove barriers to attendance; (9) change ineffective policies; and (10) identify at-risk students early in their careers. A review of existing programs in the Philadelphia schools indicates a strong base for implementing a system-wide approach but the present scope is inadequate. A set of operational and management recommendations is suggested that forms a framework for reform at the school and unit level. A 194-item bibliography and brief descriptions of five programs identified in the text are appended. (FMW)

ED 314 523 UD 027 190

Family and Child Homelessness. Revised.
Homelessness Exchange, Washington, DC.
SPONS. AGENCY- Edison Electric Inst., Washington, DC.
PUB DATE- May 89
NOTE- 121p.; Occasional pages will not reproduce clearly.
AVAILABLE FROM- Homelessness Information Exchange, 1830 Connecticut Ave., NW, 4th floor, Washington, DC 20009 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - General (140)
DESCRIPTORS- *Citizen Participation; Community Action; *Community Organizations; Disadvantaged Youth; *Family Characteristics; *Family Programs; Health Programs; Helping Relationship; *Homeless People; Housing Needs; Information Services; *Social Services; Voluntary Agencies

This packet contains documents that provide information about family and child homelessness and the need to address homelessness within the context of community development. The following sections are included: (1) "Family Homelessness" (Homelessness Information Exchange); (2) "A Report on the 1988 National Survey on Shelters for the Homeless" (U.S. Department of Housing and Urban Development); (3) "A Shelter Is Not a Home" (Manhattan Borough President's Task Force on Housing for Homeless Families); (4) "Family Homelessness and Housing" (Wellspring House, Inc.); (5) "Study of Homeless Children and Families: Preliminary Findings" (Child Welfare League of American and Traveler's Aid International); (6) "Homeless Families: A Neglected Crisis" (U.S. House of Representatives, Committee on Government Operations); (7) "A Service Model for Homeless Families" (Massachusetts Organization of State Funded Shelter Providers); (8) "Homeless Children and Education" (Center for Law and Education, Homelessness Information Exchange, and the National Coalition for the Homeless); (9) Examples of Family Programs; (10) a collection of articles on homeless families; (11) a list of nine organizations to contact for more information; and (12) a bibliography with 49 references. Appended is a list of publications available from the Homelessness Information Exchange. Eight tables, five charts, and one diagram are included. (JS)

ED 314 304 SO 020 336

Perez, Rafael A.

A Comparison of the Amount of Art Knowledge and Information Acquired by College Students through Site Visits and General Lecture.

PUB DATE- Jan 89
NOTE- 50p.; Ed.D. Practicum, Nova University. Appendixes B, C, and D may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Art Education; *Comparative Analysis; Educational Research; *Field Instruction; Higher Education; Hispanic Americans; *Lecture Method; Outcomes of Education; Student Research; *Visual Perception

The purpose of this study was to compare the knowledge about art acquired by students who went on site visits with that of students who experienced only the lecture method of teaching. A study was conducted at Boricua College (New York) with two groups of 25 students each, one participating as a control and one as an experimental group. The control group was exposed to field analysis through the lecture method of teaching; the experimental group was exposed to field analysis through visits to museums for a period of 15 weeks. Both groups were administered the Eisner Art Information Inventory at the end of the fall 1988 cycle. The experimental group did not reflect a significant difference in relation to the knowledge acquired through site visits over the control group. Test data are given in four tables and figures, and a bibliography contains 38 items. The appendices contain listings of perceptual competencies and psychomotor domain, a students' learning contract, and the Eisner Art Information Inventory. (Author/PPB)

ED 314 333 SO 020 446

Smith, Ben A.; Vining, James W.

Peter Parley and His Way of Teaching Geography to Future Citizens.

PUB DATE- 1 Apr 89
NOTE- 8p.; Paper presented at the Rocky Mountain Regional Conference on Social Studies Education (Phoenix, AZ, March 29-April 1, 1989).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Elementary Secondary Education; Fiction; *Geography Instruction; Nonfiction; Resource Materials; Social Studies
IDENTIFIERS- *Parley (Peter)

Three quotes are presented as "Peter Parley's Message to Teachers." (1) "Students wish to participate in their own learning. Begin with the child's present location in time and space, then help the child make connections with the content which you are addressing." (2) "Students are interested in stories and pictures. Children's literature addresses those interests by exploring people, places, historic times, cultures, and social concerns with appealing stories and illustrations." (3) "Students like repetition. Important information needs to be repeated if it is to be remembered over a long period of time, perhaps varied methods of repetition." These quotes are followed by a 66-item annotated bibliography of sources for teaching geography. The items are divided as to geographic area, and an indication is given as to appropriate student level. The document concludes with a poem by Peter Parley. (JB)

ED 314 347 SO 020 478

Sperry, Robert
Education in Pohnpei: General Information and Bibliography of English-Language Materials.
PUB DATE- Jun 89
NOTE- 9p.; For related documents, see, SO 020 477-481.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; *Educational Practices; Elementary Secondary Education; Foreign Countries; History; Libraries; Postsecondary Education; *Private Education; *Public Education; Resource Materials
IDENTIFIERS- *Federated States of Micronesia; *Pohnpei

Pohnpei (Ponape) is one of the four Federated States of Micronesia. It consists of one high, volcanic island called Pohnpei Island, eight atolls, and Minto Reef. The main island is the second largest of the Caroline Islands. Kolonia, the capital, now has a population of 6,300; 20,000 Pohnpeians, many from the Atolls, live elsehwhere on the main island. The educational system is patterned after that of the United States. Elementary education is free and compulsory through grade 8, but entrance into secondary schools is competitive, based on examination results. Both public and private schools are in operation. In 1985/86 elementary schools in Pohnpei enrolled 7,032 pupils, and about 1,400 students attended secondary schools. That same school year, 21 percent of the island's total budget went to support the public schools. The Community College of the College of Micronesia on Pohnpei has an enrollment of 150 and offers an associate certificate in several fields. The Learning Resources Center has a 17,000 volume library. Two of the secondary schools have libraries, and a public library opened in 1988 with 8,000 donated books. The 32-item bibliography lists English-language materials dealing with education in Pohnpei. (JB)

ED 314 362 SP 031 648

LeGrand, Ray; And Others

South Euclid-Lyndhurst Schools/John Carroll University Teacher Intern Program.

PUB DATE- 21 Nov 88

NOTE- 16p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Apprenticeships; *College School Cooperation; *Course Content; Elementary Secondary Education; Graduate Study; Higher Education; *Masters Programs; *Teacher Education Programs

A description is given of an intensive, clinically-based program of teacher education leading to a Masters of Education Degree and state certification in elementary or secondary education. The program is a combination of apprenticeship and course work, moving program members from the role of student to that of teacher in an evolutionary way. Four unique features of the program are described: (1) the program is the result of an ongoing collaborative effort of a public school district and a private university; (2) students receive intensive graduate-level training for classroom teaching leading to certification in approximately one year; (3) course work is linked directly to daily classroom apprenticeship practice; and (4) the program contains a research component. The rationale for both the elementary and secondary programs is discussed and course descriptions are provided for each level. (JD)

ED 314 396 SP 031 867

Gilman, Muriel
Should Norm-referenced Standards or Criterion-referenced Standards Be Used in Evaluating Youth Fitness Tests?
PUB DATE- 29 Sep 89
NOTE- 8p.; Paper presented at the American College of Sports Medicine Northland Chapter Meeting (September 29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Criterion Referenced Tests; Elementary Secondary Education; *Norm Referenced Tests; *Physical Fitness; *Physical Health; Test Selection; *Test Use

In this discussion of whether youth fitness tests should be evaluated with norm-referenced standards or criterion-referenced standards, it is pointed out the the suitability of the test depends upon the purpose for which the test is administered. A high level of physical fitness is linked with health, at least in adults, which suggests that physical fitness testing is done for the purpose of health screening and motivating students. For this purpose, criterion-referenced standards are more suitable. Norm-referenced standards are useful for comparing groups and selecting talented athletes, but do not necessarily link health and fitness. (JD)

ED 314 413 SP 031 924

Ezkovich, Jan, Comp.

Allergy and Asthma. LC Science Tracer Bullet.
Library of Congress, Washington, DC. Science and Technology Div.
PUB DATE- Aug 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Allergy; *Asthma; Physical Health; *Resource Materials; Respiratory Therapy; *Special Health Problems

This guide is intended for those who wish to review the literature in the related fields of allergy and asthma. Included is material appropriate for both the lay reader and the professional interested in recent research into causes and treatments. Not intended as a comprehensive bibliography, the guide is designed to specifically target resource materials on allergy and asthma. (JD)

ED 314 469 TM 014 350

Ziomek, Robert, Ed.; Wolmut, Peter, Ed.

National Association of Test Directors 1989 Symposia, Paper, and Survey. Papers presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, March 27-31, 1989).

National Association of Test Directors, Cedar Rapids, IA.

PUB DATE- Mar 89
NOTE- 301p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Adolescents; Children; Day Care; Dropout Prevention; Educational Assessment; Educational Research; Elementary Secondary Education; Evaluation Methods; *Evaluation Utilization; Magnet Schools; Measurement Techniques; National Surveys; School Districts; *School Effectiveness; *Standardized Tests; Test Use
IDENTIFIERS- *Educational Indicators; *National Association of Test Directors

The papers in this collection reflect topics of major interest to members of the measurement and testing communities. Symposium 1, "Beyond the Wall Chart: Indicators and School Ranking," includes the following papers: (1) "What Our 17-Year-Olds Know: One District's Assessment" (L. D. Wilkinson and D. L. Galindo); (2) "Indicators of Equity and Excellence: Searching for Consensus" (L. H. Brown and J. Litzenberger); (3) "Development of a 50-State System of Educational Indicators: Issues of Design, Implementation, and Use" (R. K. Blank); (4) "Research, National Assessment, and School Evaluation in the U.K." (C. Gipps); (5) "The Ranking of Schools and the Florida Norm-Referenced Testing Program" (M. Baron); (6) "Ranking School Districts on the Basis of Statewide Results: Is It Meaningful or Misleading?" (T. R. Guskey); (7) "Discussion I" (R. Ziomek); (8) "Discussion II: The Name of the Game" (P. Wolmut); and (9) "Discussion III: Comments to Public School Researchers, Evaluators, and Testing Practitioners" (G. Ligon). A second symposium, "Dog-Eared Reports Are the Best of Breed: Recognizing and Rewarding Evaluation Utilization" contains the following papers: (1) "Schenley High School Teacher Center" (P. LeMahieu); (2) "Eight Individual Magnet Schools" (E. Tomblin); (3) "Elementary Language Arts" (L. Baldwin); (4) "TEAMS Mastery and District Dropout Prevention Effectiveness" (G. Ligon); and (5) "School-Age Child Care" (S. Mitchell). The paper "Standardized Tests at the Pre-School Level: Do They Tell Us the Truth about Children?" (E. Pardo and J. C. Russell) is included, as well as the survey report "Testing Issues and Practices" (E. Bauer). (SLD)

ED 314 497 TM 014 420

Cross Walk between CIP and HEGIS Taxonomy machine-readable data file.

National Center for Education Statistics (ED), Washington, DC.

REPORT NO.- EF-000036

PUB DATE- 81
AVAILABLE FROM- U.S. Department of Education (ED), Office of Educational Research and Improvement (OERI), Information Technology Branch, 555 New Jersey Ave., NW, Washington, DC 20208-5725. Telephone: (202) 357-6528/6522.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Classification; *College Curriculum; Data Analysis; *Databases; Higher Education; National Surveys; Online Systems
IDENTIFIERS- *Classification of Instructional Programs; Coding; *Higher Education General Information Survey

This data tape--NCES.HEGIS.TAXONOMY.FILE1981--represents a crosswalk between the old taxonomy of the Higher Education General Information Survey (HEGIS) and the newer taxonomy of the Classification of Instructional Programs (CIP). The 838 records give the old taxonomy and 4-digit codes and the new taxonomy and 6-digit codes for the conventional academic subdivisions of knowledge and training and the technological and occupational curricula leading to associate degrees and other awards below the baccalaureate. The HEGIS surveys began in 1966. The documentation supporting the data tape lists the common tables giving the values and ranges of data elements in the HEGIS files, from that time, reclassified in the new taxonomy. (SLD)

ED 314 319 SO 020 419

Senesh, Lawrence
The Four Pillars of the Social Science Curriculum.
PUB DATE- 24 Jun 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Denver, CO, June 23-25, 1989). Charts 2-6 will not reproduce clearly due to light, small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Citizenship Education; Classroom Techniques; *Concept Teaching; Curriculum Design; Elementary School Curriculum; Elementary Secondary Education; *Interdisciplinary Approach; Secondary School Curriculum; *Social Problems; *Social Sciences; Social Studies; Systems Analysis; *Systems Approach; Teaching Methods; *Values Education

The social science curriculum must be supported by four pillars, the first of which represents value awareness. Social science programs must deal with values in order to help students set goals for themselves as individuals and as members of society. Students should be taught the importance of the values of this democratic society. The second pillar represents a combination of social reality and problem awareness. Social reality awareness helps one to understand that the natural and manmade environments are changing all the time due to natural forces, science and technology, and changes in value preferences. The third pillar represents system awareness, which means that everything is related to everything else. The fourth pillar represents a combination of knowledge and multidisciplinary awareness. Students should be able to discover the underlying conceptual design of this seemingly chaotic world. As a result of increasing specialization, knowledge becomes more and more fragmented. The different branches of knowledge have been captured by specialists, and no networks have been built between disciplines to facilitate communication among specialists. Multidisciplinary awareness must be fostered and must include the humanities in the social science curriculum. Classroom activities are presented that incorporate the ideas presented. An appendix includes charts outlining the fundamental ideas of general systems theory, economics, political science, sociology, cultural anthropology, and social psychology. (JB)

ED 314 456 TM 014 320

Report on the Implementation of the Basic Skills Assessment Program 1987-88.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Feb 89

NOTE- 221p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Achievement Tests; Basic Skills; Elementary Secondary Education; Graduation Requirements; *Mathematics Tests; *Program Evaluation; Program Implementation; Public Schools; *Reading Tests; School Readiness; Standardized Tests; State Programs; Testing Programs; *Test Results; *Writing Evaluation

IDENTIFIERS- Exit Examinations; *South Carolina Basic Skills Assessment Program

This document is the annual report on the South Carolina Basic Skills Assessment Program (BSAP) established by legislation in 1978. In 1988, the tests and the monitoring of the instructional components were completed on time. The tests include: (1) first grade readiness; (2) tests for grades 1, 2, 3, 6, and 8; and (3) the Exit Examination required for graduation. In the fall of 1987, the readiness test was administered to 55,712 first-grade public school students. Of these, 75.2% were classified as "ready" to begin formal instruction. In 1988, students in grade 3 performed highest in reading, with 87.2% meeting the standard, while students in grade 8 had the lowest performance, with only 73.6% meeting the standard. Increases from 1981 to 1988 were found for all grades.

The percentage of students meeting the mathematics standard ranged from 91% in grade 2 to 70.2% in grade 6. The BSAP Writing Test was given in grades 6 and 8 and as part of the Exit Examination. Since 1983, the percentage of students passing has increased for all three grades. During the 1987-88 school year, the Basic Skills Section monitored 189 schools in 32 districts, finding that 178 met all requirements of the BSAP and South Carolina Education Improvement Act of 1984. Fifteen bar graphs give data on student achievement. Ten appendices provide information about test results. (SLD)

ED 314 483 TM 014 388

Daniel, Larry G.
Commonality Analysis with Multivariate Data Sets.
PUB DATE- Mar 89
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Educational Research; Mathematical Models; Methods Research; *Multivariate Analysis; *Predictor Variables; Social Science Research
IDENTIFIERS- *Commonality Analysis; Data Sets; Univariate Analysis

Commonality analysis may be used as an adjunct to general linear methods as a means of determining the degree of predictive ability shared by two or more independent variables. For each independent variable, commonality analysis indicates how much of the variance of the dependent variable is unique to the predictor and how much of the predictor's explanatory power is common to or also available from one or more of the other predictor variables. Commonality analysis is particularly useful in social science research involving multivariate data sets with at least one predictor at the interval level of scale, since, unlike many analyses of variance techniques, it does not require that all the independent variables be converted to the nominal level of scale. A small, hypothetical data set is presented to illustrate the value of commonality analysis and to demonstrate its usefulness in interpreting results from educational experiments using both univariate and multivariate methods. The statistical examples provided serve as models to researchers of ways of implementing commonality analysis as an adjunct to various univariate and multivariate statistical methods. Ten data tables are provided. (TJH)

ED 314 536 UD 027 216

Enrollment and Distribution of African Americans in Public Schools, 1988-89.

Institute for Independent Education, Inc., Washington, DC.

PUB DATE- Jan 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - Geographic Materials (133) Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; *Black Students; Educational Change; *Educational Policy; Elementary Secondary Education; *Enrollment; *Geographic Distribution; *Racial Composition; *Racial Distribution; Urban Schools
IDENTIFIERS- Counties; *States (Geopolitical Regions)

This report specifies the enrollment and distribution of African American students in American public schools for the 1988-89 school year as reported by each state. The data, which show that these students are distributed unevenly among and within the various states, are presented in three tables. Table 1 presents the current enrollment of African Americans by state alphabetically. Table 2 arranges these states in descending order of African-American enrollment. Table 3 shows the distribution of African American students by level of concentration within each state. The distribution of African American students across counties is also discussed, demonstrating that in some counties they are evenly distributed while in others they are highly concentrated in only one urban area of the county. The policy implications regarding African American students, based on evidence that there are differences in achievement levels for these students within and between the states, are discussed. The impact of current educational reforms on African American students in various demographic contexts is addressed. Maps depicting the distribution of African American students across counties in 18 states are appended. A list of five references is included. (JS)

ED 314 549 UD 027 357

Knapp, Michael S., Ed.; Shields, Patrick M., Ed.
Better Schooling for the Children of Poverty: Alternatives to Conventional Wisdom. Study of Academic Instruction for Disadvantaged Students. Volume II: Commissioned Papers and Literature Review.
Policy Studies Associates, Inc., Washington, DC.; SRI International, Menlo Park, Calif.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jan 90
NOTE- 265p.; For volume 1, see UD 027 356.
CONTRACT- LC88054001
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; Classroom Research; *Classroom Techniques; *Curriculum Development; *Economically Disadvantaged; Elementary Education; *Elementary School Students; *Instructional Innovation; Literacy Education; Literature Reviews; Research Reports; *School Community Relationship

This document comprises nine commissioned papers and four literature review chapters that are part of the first report of the Study of Academic Instruction for Disadvantaged Students, a 3-year investigation of curriculum and instruction in elementary schools serving high concentrations of poor children. (A summary of this report is presented in volume 1.) The report contains four parts. Part 1, "Toward Effective Curricula and Instruction in Literacy," comprises the following chapters: (1) "Effective Literacy Instruction for At-Risk Children" (R. Allington); (2) "Modifying Reading Instruction to Maximize Its Efectiveness for 'Disadvantaged' Students" (G. Garcia and D. Pearson); (3) "Social and Instructional Issues in Educating 'Disadvantaged' Students" (L. Moll); and (4) "Review of Research on Curriculum and Instruction in Literacy" (M. Knapp and M. Needels). Part 2, "Toward Effective Curricula and Instruction in Mathematics," contains the following chapters: (5) "Good Teaching of Worthwhile Mathematics to Disadvantaged Students" (A. Porter); (6) "Selected Issues for Studying the Mathematics Education of the Disadvantaged" (W. Secada); (7) "Mathematics Education, the Disadvantaged, and Large-Scale Investigation: Assessment for Stability Versus Assessment for Change" (C. McKnight); and (8) "Review of the Research on Effective Curriculum and Instruction in Mathematics" (A. Zucker). Chapters in part 3, "Toward Effective Instructional Strategies and Classroom Management," are the following: (9) "Effective Schooling for Disadvantaged Students" (J. Brophy); (10) "Classroom Tasks: The Core of Learning from Teaching" (W. Doyle); (11) "Classroom Management and Instructional Strategies for the Disadvantaged Learner: Some Thoughts About the Nature of the Problem" (B. Neufeld); and (12) "A Review of Research on Effective Instructional Strategies and Classroom Management Approaches" (H. McCollum). Part 4, "Connections Between the Classroom and the School/Community Environment for Academic Instruction," consists of a single paper (Chapter 13), entitled "A Review of Research on School and Community Influences on Effective Curriculum and Instruction" (P. Shields). Each chapter includes a list of references. (FMW)

ED 314 334 SO 020 452

Smith, Ben A.; Larkins, A. Guy

Do Elementary Social Studies Textbooks Teach Place Vocabulary? How To Supplement Weak Texts.

PUB DATE- 8 Oct 88
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Snowbird, UT, October 5-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Geographic Location; *Geography Instruction; Grade 1; Grade 2; Grade 3; Grade 4; Map Skills; Physical Geography; *Social Studies; *Teaching Methods; Textbook Evaluation; *Textbooks
IDENTIFIERS- *Place Names

Social Studies textbooks from grades 1-4 published by Macmillan (1985), Scott Foresman (1986), and Silver Burdett & Ginn (1988) were selected for review to assess the position given by these books to geographic place vocabulary. Each was evaluated on the basis of frequency and continuity of places named, the attention to stressing place name importance, directing the use of drill, and evidence of suggesting mnemonic devices to teach place vocabulary. Silver Burdett appears to have done the best job of presenting place names in a manner that would facilitate easy recall by students using those books. Four problems are seen with students successfully developing place vocabularies: (1) place vocabulary development is not a stated goal, skill, or objective in any of the series examined; (2) teachers are not encouraged to have students memorize a place vocabulary; (3) drill and mnemonic devices are not activities suggested for teaching a place vocabulary; and (4) there is a lack of focus on a manageable number of places as consistent points of reference. The establishment of a place name vocabulary must become a priority for teaching students to be competent citizens. Teachers should identify the map/globe locations of places at every opportunity. They should select a manageable number of places as a fundamental place vocabulary and employ drill and mnemonic devices to help students memorize these place names. Three tables and a 10-item bibliography are included. (JB)

ED 314 380 SP 031 803

Livingston, Carol; Castle, Shari
Teachers and Research in Action. NEA School Restructuring Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3004-4
PUB DATE- 89
NOTE- 106p.
AVAILABLE FROM- National Education Association, Professional Library, Box 509, West Haven, CT 06516 ($10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Action Research; Collegiality; *Educational Change; Grouping (Instructional Purposes); Professional Development; *Research Utilization; *Teacher Participation; Teacher Role; *Theory Practice Relationship
IDENTIFIERS- *Mastery in Learning Project (NEA)

This book highlights the use of research and other forms of knowledge for meaningful school reform by faculties engaged in the National Education Association's "Mastery in Learning Project" (MIL). This project is a school-based education reform initiative designed to help school faculties take an active role in directing school renewal efforts, and in the process, restructure their schools to ensure that students achieve "mastery." The focus of the book is the utilization and creation of the knowledge base by project faculties. The first chapter frames some fundamental and complex issues involved in considering research use by teachers. It examines the phrase "teachers using research" and describes differing and potentially conflicting conceptions of each word of the phrase. Chapters 2 through 5 provide case descriptions of the use and/or creation of knowledge at four particular sites where faculties are working to improve grouping, mathematics instruction, professional development, and faculty collegiality. Chapters 6 and 7 investigate research and knowledge use across MIL sites. Reflections from outside MIL are featured in the final two chapters. These provide the reactions of a researcher and a teacher-scholar. (JD)

ED 314 397 SP 031 873

Beitel, Patricia A.; And Others
Management Careers in Professional Sport and College/University Athletics: Results of a Survey Evaluation.

PUB DATE- 24 Feb 89
NOTE- 30p.; Paper presented at the Research Council Program of the Southern District Association of the American Alliance of Health, Physical Education, Recreation and Dance (Chattanooga, TN, February 24, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Responsibility; *Athletics; *College Athletics; *Curriculum Evaluation; Higher Education; *Managerial Occupations
IDENTIFIERS- *Professional Athletics; *Sport Management

This study assessed the needs of management positions and obtained evaluations of sport management programs by management personnel from different sport program perspectives, i.e., professional sport and college/university athletics. Results of survey identified: (1) specific similarities and differences in the criteria for both hiring sport management personnel and on-job success between professional sport and college/university athletics; (2) specific differences in the types of management/leadership tasks and respective workloads; and (3) specific similarities and differences in certification expectations of employees. The results of the program curricular evaluation indicated: (1) an inverse relationship for required practica and internship for professional sport and college/university athletics positions; (2) specific similarities and differences in management leadership task-related courses; and (3) specific differences in the relative importance of sport/leisure study areas to be included in the curriculum. No specific differences in requirements for a major and/or minor were found. Evidence was provided concerning the diversity in the types of management positions and salary ranges. No indication of number of respondents is provided. (JD)

ED 314 414 SP 031 925

Allen, Judd
Changing Group and Organizational Cultures To Support Healthy Lifestyles.
PUB DATE- Jul 89
NOTE- 11p.; Paper presented at the National Wellness Conference (Stevens Point, WI, July 16-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Change; Change Strategies; *Cultural Influences; *Group Dynamics; *Health Promotion; *Lifestyle; Role Models; *Social Experience

Group and organizational cultures play an important role in helping people to adopt healthier lifestyles. Culture can be assessed by looking at social expectations for behavior, called group norms. Cultural norms can be changed to support healthy lifestyles through a systematic and participatory process. Such a change effort would modify: (1) modeling behavior; (2) rewards; (3) confrontation; (4) training; (5) orientation; (6) relationship formation; (7) resource allocation; and (8) communication. In addition, a systematic culture change process would introduce change on a number of levels through: (1) individual action plans; (2) work group or team efforts; (3) leadership development; and (4) organizational task forces. (Author)

ED 314 429 TM 014 147

Williams, Paul L.
Using Customized Standardized Tests. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-3
PUB DATE- Dec 89
NOTE- 3p.; For document from which this Digest was extracted, see TM 014 144.
CONTRACT- RI88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Achievement Tests; *Criterion Referenced Tests; Elementary Secondary Education; *Norm Referenced Tests; *Standardized Tests; State Programs; *Test Construction; Test Format; Testing Problems; Testing Programs; Test Interpretation; Test Norms; Test Use

IDENTIFIERS- ERIC Digests; Fact Sheets; *Test Customization

Both norm-referenced and criterion-referenced interpretations of student, school, district, and state testing data can be improved by customizing the traditional norm-referenced test. Improvements that can be made include: (1) increasing the relevance of the test to the curriculum and (2) having greater confidence in the national comparative information. Testing time can also be reduced. For the past several years, Texas has used a model state criterion-referenced test that was statistically equated to a nationally norm-referenced test. In spite of the reduced testing time and greater relevance to the curriculum of this approach, Texas will leave this model in 1990 for one that may be more successful in producing scores that approach norm validity. A second model of a custom-made test is one in which state or district-developed criterion-referenced items are combined with a complete norm-referenced test. Norm invalidity may still be a problem if norm-referenced scores are inflated by instruction targeted at the objectives. In Tennessee, a third model of a customized test remedies the shortcomings of the first two models and provides objective scores for instructional planning and norm-referenced scores for national comparisons. Customized norm-referenced tests offer a viable alternative to both norm-referenced and criterion-referenced tests. (SLD)

ED 314 443 TM 014 238

Sexton, Larry C.; Lee, Mickey M.

Three Short Form Versions of the WISC-R for Rural Students in Grades 1-4, 5-8, and 9-10.

PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Groups; *Elementary School Students; Elementary Secondary Education; Intelligence Quotient; *Intelligence Tests; *Predictive Measurement; Predictor Variables; Psychological Testing; *Rural Youth; Screening Tests; *Secondary School Students; *Test Format; Test Use
IDENTIFIERS- Appalachian People; Full Scale IQ; Kentucky; *Wechsler Intelligence Scale for Children (Revised)

The tetrad of subtests of the Wechsler Intelligence Scale for Children-Revised (WISC-R) that best predicts the WISC-R Full-Scale intelligence quotient (IQ) was determined for 1,589 Appalachian students referred for evaluation in grades 1-4, 5-8, and 9-10. The sample was divided into three groups. Students in grades 1 through 4 (n=655) were those with chronological ages (CAs) of 6 years 0 months to 9 years 11 months); students in grade 5 through 8 (n=716) were those with CAs of 10 years 0 months to 13 years 11 months); and students in grades 9 through 10 (n=218) were students with CAs of 14 years 0 months to 16 years 11 months). Students attended three rural county school systems in eastern Kentucky. Stepwise multiple regression analysis was used to ascertain which of the 10 WISC-R subtest scores would be the best tetrad for estimating the full-scale IQ in each age group. Only subtests that were significant at the 0.01 level or less were retained. Results indicate that the picture arrangement, information, block design, and comprehension subtests accounted for 90% of the variance associated with the Full-Scale IQ for grades 1 through 4. The subtests for vocabulary, object assembly, picture arrangement, and coding accounted for 88% of the variance associated with the Full-Scale IQ for grades 5 through 8. The vocabulary, picture arrangement, object assembly, and picture completion subtests accounted for 91% of the variance associated with the Full-Scale IQ for grades 9 through 10. The results indicate that a short version of the WISC-R would be practical, economical, and reliable as a screening instrument for Appalachian students in grades 1 through 10. Three tables show the variables selected by stepwise regression for the age groups. (Author/SLD)

ED 314 498 TM 014 421

Melancon, Janet G.; Thompson, Bruce

Latent Trait Calibrations for the Finding Embedded Figures Test: A Study with Middle School Students.

PUB DATE- Jan 90

NOTE- 59p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 25-27, 1990).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; Comparative Testing; Field Dependence Independence; *Item Response Theory; Junior High Schools; *Junior High School Students; *Middle Schools; Multiple Choice Tests; *Perception Tests; *Psychometrics; Test Format; *Test Interpretation; Test Reliability; Undergraduate Students

IDENTIFIERS- *Finding Embedded Figures Test; Rasch Model; Robustness

Latent trait measurement theory was used to investigate the measurement characteristics of both parts of a multiple-choice measure of field-independence, the Finding Embedded Figures Test (FEFT). Analysis was based on data provided by 1,528 students enrolled in one of two middle schools located in the southern United States. Of the subjects, 731 completed only Part A of the FEFT; 737 completed only Part B of the FEFT; and 60 completed both parts of the FEFT. Latent trait analyses of FEFT data from 302 undergraduate students previously studied provided a basis for comparison. Results suggest that the FEFT parts provided data with reasonable psychometric integrity. In addition to presenting results associated with the FEFT parts, the study provided a model for presenting and interpreting Rasch latent trait results. Ten tables provide study data and 20 figures illustrate the measurement characteristics. (SLD)

ED 314 524 UD 027 191

Zawisza, Kris
Comprehensive Planning To Address Homelessness. City Initiatives.
Homelessness Exchange, Washington, DC.
SPONS. AGENCY- Edison Electric Inst., Washington, DC.
PUB DATE- 87
NOTE- 116p.; Some pages contain marginally legible type.
AVAILABLE FROM- Homelessness Information Exchange, 1830 Connecticut Ave., NW, 4th floor, Washington, DC 20009 ($20.00 profit organizations, $10.00 non-profit organizations).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Citizen Participation; Community Action; Emergency Programs; Federal Programs; Financial Support; Health Needs; Helping Relationship; *Homeless People; *Housing Needs; Job Placement; *Planning Commissions; Prevention; Program Descriptions; *Social Services; *Urban Areas; *Voluntary Agencies

This packet contains documents that provide information about the planning and implementation of a comprehensive plan to address homelessness in cities throughout the U.S. Information on the following components of a comprehensive strategy are included: (1) "Task Forces"; (2) "Assessment Studies"; (3) "Emergency Services"; (4) "Transitional Housing and Supportive Services"; "Permanent Housing"; and (6) "Prevention." In addition, examples of comprehensive plans that utilize these components are included. The following practical information and examples of successful programs are included: (1) "Homeless Task Force in Atlanta"; (2) "Milwaukee Task Force on Emergency Shelter and Relocation Services"; (3) "Sample Shelter Survey"; (4) "Seattle Recommendations for Employment Initiatives"; (5) "Los Angeles Shelter Ordinances"; (6) "Cincinnati Minimum Requirements for Emergency Shelters"; (7) "Portland Merchandise and Shelter Vendor Programs"; (8) "New York Shelter Employment Program"; (9) "Philadelphia Center City Project"; (10) "Los Angeles Alcohol-Free Living Center (McNay House)"; (11) "Boston Low-Income Housing Policies"; (12) "Seattle Homeless Family Strategy--Prevention Phase"; (13) "Minneapolis/St. Paul More Than Shelter Program"; and (14) "Washington, D.C. Service System for Homeless Families." A bibliography with 13 references is included. Four tables and one diagram are included. (Author/JS)

ED 314 305 SO 020 340

Report on Self-Regulation by the Broadcasting and Advertising Industries for the Elimination of Sex-Role Stereotyping in the Broadcast Media.

Canadian Radio-Television and Telecommunications Commission, Ottawa (Ontario).

REPORT NO.- ISBN-0-662-54203-7
PUB DATE- Jan 86
NOTE- 506p.; Cover title varies.
LANGUAGE- English; French
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advertising; *Broadcast Industry; Foreign Countries; *Programing (Broadcast); Radio; *Self Evaluation (Groups); *Sex Stereotypes; Television
IDENTIFIERS- *Canada; Canadian Association of Broadcasters; Canadian Broadcasting Corporation

The Task Force on Sex-Role Stereotyping was established in 1979 by the Canadian Radio-Television and Telecommunications Commission (CRTC). Comprised of members of the broadcasting industry, the task force included the Canadian Association of Broadcasters (CAB), the advertising industry, the Canadian Broadcasting Corporation (CBC), public members, and the CRTC. The task force published a report in 1982 that set out a wide-ranging program, based on industry self-regulation with public accountability, to improve the portrayal of women in the programming and commercial content broadcast on Canadian radio and television. The task force recommended that the CRTC monitor and assess the initiatives taken by the broadcasting and advertising industries during a 2-year period. The report contains no conclusions as to the effectiveness of self-regulation, but is rather a progress report on the self-regulatory process from the perspective of all participants. It also contains a summary of a comprehensive content analysis study commissioned by the CRTC and conducted by Erin Research. The document contains numerous charts and graphs. Ten appendices present tables, member lists, statistics, and a nine-item CBC bibliography. (JB)

ED 314 348 SO 020 479

Sperry, Robert

Education in Yap: Yap Visitor's Guide, Telephone Directory, Population Changes, General Information, and Bibliography of English-Language Educational Materials.

PUB DATE- Feb 89

NOTE- 10p.; For related documents, see SO 020 477-481.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Area Studies; *Educational Practices; Elementary Secondary Education; Foreign Countries; Private Education; Public Education; Resource Materials

IDENTIFIERS- *Federated States of Micronesia; *Yap

The State of Yap, one of the four Federated States of Micronesia, is composed of the four adjoining islands of Yap, Gagil-Tamil, Map, and Rumung, plus 15 scattered atolls and small islands. Of the 9,400 inhabitants, about one third live on the outer islands. Yap has public and Catholic schools which follow a U.S. curriculum. Children are required to attend school through the eighth grade, or until they are 14 years old. The government operates 2 senior high schools, 1 middle school, and 29 elementary schools with 244 teachers. In the 1985/86 school year, 13 percent of the total government budget was allocated for public education. The document contains a map of Yap with points of interest indicated, a telephone directory, a brief summary of population changes in Yap, and an eight-item bibliography of English-language materials relating to education in Yap. (JB)

ED 314 363   SP 031 650

Million, Steven K.

Training Mentors and Proteges: The Key to Successful Mentoring Programs.

PUB DATE- Nov 88
NOTE- 10p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (13th, New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Helping Relationship; *Mentors; Program Effectiveness; *Teacher Orientation; *Training Methods
IDENTIFIERS- *Beginning Teacher Induction

A description is given of an alternative to long-term mentor training. Under this orientation model, mentors are introduced to the mentoring task through a one-day formal training program in which the district makes clear what it expects of mentors, including a review of what has worked well in the past. Prospective mentors are encouraged to feel good about the knowledge and experience they bring to the mentoring enterprise and about the potential value they represent to their proteges. Written materials describing what is expected of mentors and suggesting ways of accomplishing these goals are distributed. It is not recommended that districts require mentors to develop highly structured plans and schedules. Instead, they are asked to study the program's expectations and, working with their proteges, establish a routine of mentor-protege meetings and other activities designed to assist the protege's professional development. (JD)

ED 314 511 UD 027 032

Christmon, Matt
Black Students: Self Esteem and Achievement.
PUB DATE- 89
NOTE- 16p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Achievement; Achievement Need; *Black Students; *Child Rearing; Cultural Differences; *Cultural Influences; Elementary Secondary Education; *Family Influence; Males; Racial Differences; *Self Esteem; Teacher Attitudes; Teacher Student Relationship

This paper presents research-based viewpoints on black students' self-esteem and how it relates to achievement. Both historical events and research findings support the argument that blacks' self-esteem and achievement levels have been systematically kept at a lower level than whites'. Arguments for both segregation and insulation are considered important factors in determining the cause of black students' low self-esteem. Cultural differences in black parents' child rearing practices are viewed as major obstacles for black children, particularly black males, to overcome due to the differential teaching strategies of instrumental competencies. Conflict may result from these differences and black cultural training may be viewed as deviant and therefore be condemned. Thus, due to the negative perceptions of others, these cultural differences can create barriers between white teachers and black students and cause low self-esteem in blacks. To increase black students' success in school and their self-esteem, more interventions that focus on family and school experience and on reducing instructional and structural barriers will be necessary. (JS)

ED 314 320 SO 020 421

Cherryholmes, Cleo H.
The Social Sciences as Continuous with Literature.
PUB DATE- 25 Jun 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Social
Science Education Consortium (Denver, CO, June 23-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070) Reports -
Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Fundamental Concepts; Intellectual Disciplines;
*Literature; *Philosophy; *Social Sciences
IDENTIFIERS- Empiricism; Pragmatism; Quine (W V O)

W. V. O. Quine's analysis of the analytic and synthetic distinction is discussed. The implications of his argument for science are stated as: (1) the importance of formal logic and proofs in science is reduced; (2) the importance of rhetoric in science is recognized; (3) the meaning of words cannot be fixed, and nonexistent identities between natural language terms cannot provide a foundation for science--there is no core structure or permanent foundation for scientific knowledge; and (4) pragmatism is central to scientific research and theory. Disciplinary knowledge is transitory and in the long run it turns out to be fictitious. Social scientists deal in fictions because there is no foundational knowledge. This gives them the luxury of using a wider range of criteria in assessing the stories they tell students, thus the continuity between the social sciences and literature. The stories still can be ranked as being more or less truthful because the social sciences have developed methodological guidelines for distinguishing better from worse stories. These guidelines indicate how to tell social scientific stories given what is currently thought to be the best ways to tell such stories. The stories can also be assessed in terms of aesthetics and ethics. By giving up the illusion of foundational knowledge, there is an opening for a richer, more complex, and possibly more humane approach to community building in education. A 9-item bibliography is included. (JB)

ED 314 415 SP 031 928

Sanders, Pauline
Educational Reform and the Future Direction of Teacher Education.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the American Teacher Educators Mid-America Conference (Kingston/Durant, OK, October 4-6, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission Criteria; Beginning Teachers; *Educational Change; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Higher Education; Mentors; Minority Group Teachers; *Program Improvement; Schools of Education; Teacher Certification; *Teacher Education; Teaching Experience
IDENTIFIERS- Beginning Teacher Induction

This paper reviews the major educational reform literature to identify commonalities of ways in which the reform movement is bringing changes to teacher education programs. The literature reviewed includes: (1) "A Nation at Risk: The Imperative for Educational Reform"; (2) "Tomorrow's Teachers: A Report of the Holmes Group"; (3) "A Nation Prepared: Teachers for the 21st Century"; (4) "Time for Results: The Governor's 1991 Report on Education"; and (5) "American Education: Making it Work: A Report to the President and the American People". Ways in which the reform movement is bringing changes to teacher education include: (1) elevation of standards; (2) reorganization of programs; (3) increasing clinical experiences; (4) stricter certification requirements; (5) mounting concerns regarding minority teachers; and (6) pairing and inducting issues. (Author/JD)

ED 314 470 TM 014 353

Wright, Joan
Judging the Goodness of Fit of a Multiple Regression Equation for Predicting Program Results across Multiple Sites.
PUB DATE- Oct 89
NOTE- 10p.; Paper prepared for presentation at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Curriculum Evaluation; *Family Financial Resources; Generalizability Theory; *Goodness of Fit; Instructional Effectiveness; Outcomes of Education; *Predictive Measurement; Program Effectiveness; *Program Evaluation; *Regression (Statistics); Statistical Analysis; Validated Programs
IDENTIFIERS- *MONEY SENSE Program; Multiple Site Studies

An educational program on family resource management was evaluated to judge the goodness of fit of multiple regression equations for predicting program results across multiple sites. The applicability and effectiveness of the 11-lesson MONEY SENSE program was evaluated in six California locations for 190 clients. Indicators of effectiveness were: (1) change in frequency of financial problems; (2) change in self-perception of financial status; (3) change in average weekly food cost per person; (4) food consumption index score; (5) change in percentage of food shopping skills used; and (6) change in percentage of money management skills used. The 16 situational variables posited as influential were concurrently entered into two regression equations (restricted and unrestricted) for each of the outcome measures, and the validity of the two models was assessed. The analysis illustrated the use of a technique for determining whether the unrestricted equation (one specific to a subset) or the restricted equation (a regression equation for all members of a set) represents a better fit. In the example, the fit of the unrestricted equation was superior for three outcome measures, supporting the intuitive understanding that application of a curriculum in multiple locations does not mean that the program operates identically in all locations. Six tables provide study data. (SLD)

ED 314 484 TM 014 393

The Nevada Proficiency Examination Program: Results of the 1987/1988 Examinations.

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

PUB DATE- May 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Achievement Tests; Elementary Secondary Education; Grade 3; Grade 6; Grade 9; Grade 11; Graduation Requirements; *Language Tests; *Mathematics Tests; Public Schools; *Reading Tests; Standardized Tests; *State Programs; State Standards; Testing Programs; *Test Results; *Writing Evaluation
IDENTIFIERS- *Nevada Proficiency Examination Program; Stanford Achievement Tests

Results of Nevada students in grades 3, 6, 9, and 11 on tests of the Nevada Proficiency Examination Program are presented for the 1987-88 school year. Examinations prescribed for grades 3 and 6 in mathematics, reading, and language are the appropriate Stanford Achievement Tests. Tests mandated for grade 9 are the Science Research Associates' Survey of Basic Skills Total Mathematics and Total Reading tests and the Nevada High School Proficiency Examination in Writing. In order to graduate from high school, students must pass the Nevada High School Proficiency examinations in mathematics, reading, and writing in their junior or senior year. Data are provided for: 11,826, 11,902, and 11,868 third graders on the mathematics, reading, and language tests, respectively; 10,439, 10,521, and 10,496 sixth graders on the mathematics, reading, and language tests, respectively; 9,897 and 10,006 ninth graders on the mathematics and reading tests, respectively; and 10,968, 10,977, and 10,804 11th graders on the mathematics, reading, and writing tests, respectively. Students in grades 3 and 6 scored significantly higher than did the national norming sample in all three test areas. In mathematics and reading, ninth graders also scored above their counterparts nationally, and 99% of these students met the standards for proficiency in writing. Passing rates in mathematics, reading, and writing were 93%, 94%, and 98%, respectively for eleventh graders. Ten bar graphs and five tables summarize test results. (SLD)

ED 314 537 UD 027 217

Jones, J. Arthur
Look at Math Teachers, Not "Black English." Essays and Policy Studies.
Institute for Independent Education, Inc., Washington, DC.
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Dialects; *Black Education; Black Students; *Educational Quality; Elementary Education; *Mathematics Achievement; Mathematics Education; *Teacher Effectiveness; *Teaching Methods

This paper is a critical review of Eleanor Orr's theory that African American students have difficulty with mathematical and scientific concepts because they speak Black English. Orr's data are criticized on many levels. For instance, her facts are derived from a limited subject pool and she has failed to take into account other possible reasons why African American students might have trouble understanding mathematical concepts. Poor teaching methods and lack of reading ability in the elementary grades may have more to do with low mathematics comprehension than Black English usage. African American students are not the only students who have difficulty with math; whites and other minorities score low as well. In addition, not all African American students have difficulties. Recommendations are made for improving teaching methods rather than correcting the Black English of African American students. (JS)

ED 314 349 SO 020 480

Sperry, Robert

Education in the South and Central Pacific: Comparative and General Studies, Micronesia, Melanesia, and Polynesia. Books, Government Documents, Research Reports, Theses and Dissertations, Chapters of Essays, and Journal Articles.

PUB DATE- Jun 89

NOTE- 59p.; For related documents, see SO 020 477-481.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Area Studies; *Educational Practices; Elementary Secondary Education; Foreign Countries; Postsecondary Education; *Private Education; *Public Education; Resource Materials

IDENTIFIERS- *Central Pacific; Melanesia; Micronesia; Polynesia; *South Pacific

Thousands of social scientists and educators have visited the islands of the South and Central Pacific, studied or taught the people, and returned to their own Western nations where many of them have written about their experiences and observations. Much of the research was never sent to the region's own educational centers and libraries. This bibliography attempts to bring together from a variety of international publications, the diverse known writings in English concerned with education in the South and Central Pacific islands. The state of Hawaii is excluded, and coverage of French Polynesia and New Caledonia includes only the few reports in English. This 312-item bibliography consists of comparative and general articles, books, documents and dissertations on education in Micronesia, Melanesia, and Polynesia. It is not critical; the usefulness of particular items will have to be judged by the user. Bibliographies on specific nations, colonies, and dependencies in the South and Central Pacific, together with discussions of their educational systems, have been compiled separately. (JB)

ED 314 364 SP 031 653

McElrath, Robert L.
Will Empowerment of Teachers Remove Barriers to Educational Reform?
PUB DATE- Nov 88
NOTE- 12p.; Paper presented to the National Council of States on Inservice Education (New Orleans, LA, November 18-22, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Ladders; *Change Strategies; Collegiality; *Educational Change; Educational Policy; Elementary Secondary Education; *Governance; *Professional Autonomy; State Legislation; Teacher Effectiveness; *Unions
IDENTIFIERS- *Teacher Empowerment

This discussion of educational reform and school improvement is divided into three areas. Barriers to reform are considered in the first section, with a particular focus on the role of teacher unions in blocking many proposed reforms, e.g., career ladders, and the intrusion of politics into educational reform movements. It is pointed out that the manner in which schools are organized and administered has also created barriers to educational reform. The involvement of legislatures and state boards of education in assuming greater control through statutes and regulations takes away local autonomy and further disenfranchises teachers. In the second section, the empowerment of teachers is seen as a promising solution to barriers facing reform efforts. Sound teacher empowerment can be the vehicle which restores confidence in the schools and reduces teacher isolation, increases autonomy and accountability, and encourages collegiality among teachers as professionals. Section three lists several guidelines for increasing the empowerment of teachers. (JD)

ED 314 381 SP 031 806

Acosta, R. Vivian; Carpenter, Linda Jean
Women in Intercollegiate Sport. A Longitudinal Study--Eleven Year Update 1977-1988.
PUB DATE- 88
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *Athletic Coaches; *College Athletics; *Females; Higher Education; *Intercollegiate Cooperation; Recreational Activities; *Womens Athletics

The data summarized in this paper represent 11 years (1977-1988) of information on the status of women in intercollegiate athletics gathered in an on-going national study of all four-year college and university members of the NCAA with intercollegiate athletic programs for women. It is noted that over this period there has been an increase in sports participation by girls and women and a decrease in women in leadership positions. (JD)

ED 314 430 TM 014 149

Russell, Linda
The GED Testing Program. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-TM-89-11
PUB DATE- Oct 89
NOTE- 3p.
CONTRACT- RI88062003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; Educational Attainment; *Equivalency Tests; *High School Equivalency Programs; *National Programs;

Secondary Education; Standardized Tests; *Testing Programs; Test Use
IDENTIFIERS- *ERIC Digests; *General Educational Development Tests

The Tests of General Educational Development (GED Tests) are described. Developed in 1942 for military personnel who had not graduated from high school, the GED Tests enabled veterans to qualify for jobs or enter college. More than 10 million persons have earned GED Test diplomas since 1971. There are five parts to the GED Tests: (1) Writing Skills; (2) Social Studies; (3) Science; (4) Interpreting Literature and the Arts; and (5) Mathematics. Test questions are multiple choice, with the exception of part of the writing skills assessment. While no formal preparation is required, many people attend adult education classes before taking the GED Tests. Each participating state and province sets its own passing scores at or above a minimum level set by the American Council on Education. Tests are given regularly throughout the United States, Canada, and overseas. A small fee is charged and it is possible to retake the GED Tests in the event of failure. While the diploma is no guarantee of employment or college entrance, 92% of colleges and 96% of employers accept the GED Tests as the equivalent of a high school diploma. (SLD)

ED 314 457 TM 014 321

Guide to Test Development: A General Procedures Manual for the North Carolina Test Development Program.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.

PUB DATE- 88
NOTE- 234p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Achievement Tests; Curriculum Development; Educational Objectives; Elementary Secondary Education; *Item Analysis; Psychometrics; State Programs; *Test Construction; Testing Programs; Test Manuals
IDENTIFIERS- Curriculum Based Assessment; *North Carolina Test Development Program

This procedures manual for the North Carolina Test Development Program details the tasks involved in test development. The basic steps are described in an introductory section; they are (1) to specify the institutional objectives of the curriculum and ensure their instructional validity; and (2) to specify the characteristics, such as the purpose and time-constraints, of the test. The second chapter concerns writing the test items and conducting item content validity and content bias analyses to determine which items to keep. The next chapter is devoted to examining item psychometrics, which involves testing items and analyzing and revising them. The fourth chapter, on constructing tests, describes: (1) asembling the tests; (2) constructing the consensual validity and standards analyses; and (3) "testing" the test through pilot administration. Finally, a section on analyzing usage results discusses: (1) administering the test; (2) analyzing the posttest data; and (3) planning for new editions. Eight appendices comprising the greater part of the document include: a detailed list of test development procedures; a Curriculum Survey Form; a Sample Item Specification Form; the script for the audiovisual presentation "How to Write Multiple-Choice Achievement Items," with three work packets, and a sample Item Specification sheet; the text of the booklet "Instructions for Item Review of Achievement Test Items" with a sample item record for item review; a sample item record with all data included; sample test review instructions and questionnaires; and the technical manual for the North Carolina Test of Algebra 1 as a sample. (SLD)

ED 314 499 TM 014 424

Rees, Ruth
The Influence of the Ontario Education System on Educators' Evaluation Policies and Practices.
PUB DATE- Dec 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Educational Assessment; Educational Policy; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Foreign Countries; *Influences; Peer Influence; Performance Factors; *Principals; *Student Evaluation; *Teachers; Theory Practice Relationship
IDENTIFIERS- *Ontario Department of Education (Canada)

The influences within the Ontario educational system perceived by teachers, department heads, and principals as affecting their evaluation policies and practices were studied. Interviews were conducted in the 1987-88 school year as part of the Ecology of Evaluation research project conducted in Ontario and British Columbia. About 50 elementary and secondary educators were interviewed in Ontario, with about half being teachers. All three levels of educators reported that factors associated with the Canadian Ministry of Education, school boards, and school policies influenced the ways in which they evaluated students. Some of the influences were identified as constraints, but many were identified as being resources for the educators and sources of practices for better recordkeeping and achievement reporting. Respondents also indicated that they received support for their evaluation efforts from their peers more often than from educators at a higher level in the same school. Support from people at a higher level was more likely to come from the district or the Ministry of Education than from within the school. Findings highlight the importance of two areas needing greater recognition: (1) a distinction that should be made between evaluation in theory and in practice; and (2) the informal network of peer support that influences evaluation practices. (SLD)

ED 314 512 UD 027 101

Steele, Diane; Gutman, Babette
A Summary of State Chapter 1 Participation and Achievement Information for 1986-87.
Decision Resources Corp., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- May 89
NOTE- 183p.; For the 1985-86 report, see ED 305 410. The majority of tables in this document contain very small type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; *Achievement Gains; *Compensatory Education; Educationally Disadvantaged; Elementary Secondary Education; Federal Programs; Program Evaluation; *Resource Allocation; *Staff Utilization; State Surveys; Statistical Analysis; Statistical Data; *Student Participation
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

This document summarizes the State Performance Reports for programs funded under Chapter 1 of the Education Consolidation and Improvement Act for 1986-87. Reports are submitted annually by State Education Agencies (SEAs) to provide information on Local Education Agency (LEA) and State Agency Neglected or Delinquent (SAND) compensatory education programs. The following information is reported for the LEA programs: (1) number of participants, by year of birth, racial/ethnic classification, and grade by public/nonpublic designation; (2) types of service provided, by institutional designation; (3) number of staff; and (4) achievement. The following information is reported for the SAND programs: (1) number of participants, by gender, age group, racial/ethnic classification, and institutional designation; and (2) types of services provided, by institutional designation. The following findings are discussed: (1) 4,594,761 public school students and 138,225 nonpublic school students participated in LEA programs; (2) LEA programs received $3 billion in allocations; (3) 56,236 students participated in the SAND programs; and (4) SAND programs received $31.2 million in allocations. Statistical data are included on 61 tables and 19 graphs. The appendices comprise the following: (1) a discussion of the research methodology; (2) national tables of participants by grade for 1985-86 and 1986-87 and the percent change in number for each grade; (3) state-by-state tables of selected participation information for 1979-87; (4) additional tables of achievement information for 1986-87; (5) data on the number of students tested and the numbers of states reporting achievement data; and (6) achievement information expressed in normal curve equivalents for 1986-87 and for the 8-year period from 1979-80 to 1986-87. (FMW)

ED 314 525 UD 027 196

Bennett, David A.
Choice and Desegregation.
PUB DATE- May 89
NOTE- 42p.; Paper presented at the Conference on Choice and Control in American Education, University of Wisconsin-Madison (Madison, Wisconsin, May 17-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Free Choice Transfer Programs; Nontraditional Education; Politics of Education; *Program Development; Program Evaluation; Public Policy; *School Choice; State Programs; *Transfer Policy; *Voluntary Desegregation
IDENTIFIERS- *Minnesota; *Policy Issues

This document comprises a report on the architectural elements of choice in the desegregation process, a review of the choice process based on Minnesota's experience, and a statement of implications for state policymakers. The following organizational principles of the choice process are discussed: (1) enrollment based on a "first come, first served" versus a "deadline" approach; (2) enrollment based on targeted attendance areas versus city-wide enrollment; (3) enrollment based on entrance grade versus all-grade enrollment; (4) student transportation; (5) single enrollment choice versus multiple enrollment choices; (6) sequence of choice opportunities; (7) enrollment priority systems; and (8) enrollment capping. Major reasons why contemporary school desegregation planning uses the choice process and magnet schools are described as: (1) effectiveness; (2) stability; (3) educational improvement; and (4) choice. Criticisms of the choice process and magnet schools are listed: (1) elitism; (2) skimming; and (3) disproportionate burden of responsibility. The following issues needing policy attention are discussed: (1) dissemination of information about the program; (2) ability of an individual school district to prevent students from transferring into the district; (3) lack of transportation; (4) economic disincentives; (5) restriction on intra-district transfers; (6) racial balance outcomes; (7) effect on interscholastic athletics; (8) school district reorganization; (9) precursor of a voucher system; and (10) inclusion of private schools. Lists of 25 footnotes and 22 references are appended. (FMW)

ED 314 306 SO 020 361

Hardesty, Carolyn, Ed.
Carrie Chapman Catt and Woman Suffrage.
Iowa State Historical Society, Iowa City.
PUB DATE- Sep 89
NOTE- 33p.; For related document, see ED 298 030 and ED 303 407. Some photographs and illustrations may not reproduce well.
AVAILABLE FROM- State Historical Society of Iowa, 402 Iowa Avenue, Iowa City, IA 52240 ($3.00 single issue, $10.00 4-issue annual subscription; add $1.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Historical Materials (060) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Biographies; Elementary Education; *Females; Learning Activities; Resource Materials; *Social Studies; *State History; United States History; Voting; *Voting Rights
IDENTIFIERS- *Catt (Carrie Chapman); *Iowa; Womens Suffrage

Most of the material for this issue of the "Goldfinch," which explores the life of Carrie Chapman Catt, came from the archives of the State Historical Society of Iowa. Carrie Chapman Catt (1859-1947) was an Iowan who advocated woman suffrage and spent 26 years actively working for that cause. The issue contains a biography of Catt, and information about her two husbands who supported her suffrage work, the Iowa suffrage movement, Iowa men who worked for suffrage, other Iowa women who worked for the vote, and Carrie Chapman Catt's work in journalism. There are also activities for readers (e.g., word games and matching games), a time-line of the suffrage movement and Carrie Chapman Catt's life, some of the arguments for and against women's suffrage that appeared at the time, and a brief explanation of how inanimate objects can be used to interpret the past. The document contains numerous black and white photographs. (JB)

ED 314 335   SO 020 454

Ryan, James, Ed.

Teaching toward Global Understanding and Action.

Catholic Relief Services, New York, NY.

PUB DATE- Jan 85
NOTE- 53p.
AVAILABLE FROM- Catholic Relief Services, c/o Postal Church Service, 8401 Southern Blvd., Youngstown, OH 44512 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Catholic Educators; Citizenship Education; *Concept Teaching; Cultural Awareness; Developing Nations; Elementary Secondary Education; *Global Approach; *Justice; Learning Activities; Peace; Social Sciences; Values Education; *World Problems
IDENTIFIERS- *Infusion Methodology

The militarization of our planet and the increasing evidence of hunger, poverty, and social unrest pose serious challenges for future generations. Educators have a responsibility to educate for international peace and justice. The materials in this teaching guide are designed to bring a new perspective to the classroom using an infusion methodology. This methodology, which enables global values and concepts to be taught as part of the regular lessons, is discussed, the concepts to be taught (human rights, interdependence, and empowerment.) are described, and examples of infused lesson plans are given. Five activity sheets are included that present a narrative introducing a child from a different developing country and describing their life. The concepts to be taught are indicated, the purpose is given, and background information about the country is provided. This information is followed by learning activities for various grade levels. Each activity sheet is accompanied by a poster. A 19-item resource bibliography is included as well as a list of 27 resource organizations. (JB)

ED 314 398 SP 031 879

Holcomb, Brian L.
A Unit Plan for A Basic Rock Climbing Course.
PUB DATE- Dec 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; *Discovery Learning; *Experiential Learning; Field Trips; *Outdoor Activities; Simulation; *Skill Development
IDENTIFIERS- *Rock Climbing

This instructional unit is comprised of four lessons dealing with conducting a four part class in basic rock climbing. The class is suitable, with modifications, for small private parties, small groups such as the Boy Scouts, or larger, organized groups such as climbing clubs. Four instructional methods are used: instructional media, demonstration, simulation, and field trips. (JD)

ED 314 444 TM 014 246

Jarrell, Michele E.; And Others
Research Methods, Statistical Procedures, and Psychometric Integrity of Instruments Used in Doctor of Education Dissertations at the University of Alabama 1984-1988.
PUB DATE- Nov 89
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Data Interpretation; *Doctoral Dissertations; Doctoral Programs; *Graduate Students; Higher Education; Multivariate Analysis; Pilot Projects; Reliability; Researchers; *Research Methodology; *Statistical Analysis; Validity
IDENTIFIERS- *University of Alabama

Procedures used in Doctor of Education (Ed.D.) dissertations at the University of Alabama (Tuscaloosa) were studied. Focus was on identifying: (1) characteristics of the research designs used; (2) sources of the instruments used to collect data; (3) reports of reliability estimates and evidence of validity of the instruments; and (4) types of statistical techniques applied. Seventy-five dissertations were randomly selected from a pool of 209 completed between 1984 and 1988. A revised version of a checklist previously developed was used in the analysis. Interrater reliability was assessed at the beginning of data collection to resolve potential problems. Results indicate that quantitative procedures were used in 88% of the dissertations, and qualitative procedures were used in 12%. Less sophisticated procedures (e.g., "t"-tests, chi-square, one-way analysis of variance) were used more frequently (72%) than were multivariate procedures (28%). Validity information was reported more frequently (80%) than was reliability information (49%) for the instruments used. Pilot studies of researcher-developed instruments were reported in 64% of the dissertations. Recommendations to alleviate some of the weaknesses found in the procedures used in the Ed.D. dissertations include: (1) more coursework in research and statistics in Ed.D. programs; and (2) departmental seminars so that Ed.D. candidates and faculty advisors can become more aware of more complex analysis procedures. The dissertation analysis instrument is appended. (Author/SLD)

ED 314 321 SO 020 423

Eshleman, J. Ross
Trends and Problems in Sociology: As a Discipline and as a School Subject.

PUB DATE- 23 Jun 89
NOTE- 25p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (Denver, CO, June 23-25, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Courses; Curriculum Evaluation; *Intellectual Disciplines; *Problems; Secondary Education; Secondary School Curriculum; *Sociology; Trend Analysis
IDENTIFIERS- Sociological Resources for the Social Studies

Is sociology a legitimate and worthwhile course of study at the secondary level? Sociology differs from other disciplines in its conceptual and abstract nature. Sociology is about organizations, systems, structures, processes, and relationships. It studies power, conflict, roles, and values. Grasping these abstractions is most difficult at the introductory level. Sociology also lacks unity of perspective. This is exciting for sociologists, but confusing for students. Sociologists for the most part have leaned toward improving social conditions and toward getting involved in social issues and reform movements. They are inclined to exhibit a tolerance for the nonconformists of society. Much of sociological instruction is politicized, and a liberalizing effect has been documented among students taking introductory sociology. Given these problems, there are multiple alternatives. Sociology could be ignored as a legitimate area of study, or it could be treated as a scientific discipline, but neither of these approaches is very realistic. Sociology must become relevant to students. Schools, through sociological training, can teach research and data analysis skills, can help students think critically about the social world and their place within it, and can help assist in the development of problem-solving skills at both personal and organizational levels. Sociology does have a place in the curriculum. A 24-item bibliography is included. (JB)

ED 314 382 SP 031 808

Garibaldi, Antoine M., Ed.
Teacher Recruitment and Retention With a Special Focus on Minority Teachers. Reference & Resource Series.
National Education Association, Washington, D.C.
PUB DATE- 89
NOTE- 82p.
AVAILABLE FROM- National Education Association Professional Library, Box 509, West Haven, CT 06516 ($14.90 Stock #1538-X-00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; College School Cooperation; Elementary Secondary Education; Faculty Mobility; Higher Education; *Minority Group Teachers; Preservice Teacher Education; Schools of Education; State Action; *Student Recruitment; *Teacher Morale; *Teacher Recruitment; Teacher Salaries; *Teacher Shortage
IDENTIFIERS- Beginning Teacher Induction

Focusing on the shortage of minority group teachers, the first section of this book discusses global issues related to the teacher shortage. It is pointed out that a great imbalance exists between multicultural school populations and racially homogeneous teaching staffs. Some specific solutions and suggested reforms are made for increasing the pool of minority teachers by improving the academic achievement of nonwhite students in the early years. A variety of initiatives that have been implemented by states to increase the number of minority teachers are discussed. The second section of the book provides several examples of what postsecondary institutions are already doing to increase the production of more minority teachers. The final chapter focuses on the retention of school personnel, for example, promoting the use of orientations for new teachers, professional development activities, as well as faculty involvement in school decision making to maintain the morale of teachers. A description is also presented of a college/school district collaboration designed to give psychological, collegial, and instructional support to new teachers. (JD)

ED 314 416 SP 031 934

Hanus, Robin Darst
Corporate Child Care: The Wellness Initiative Whose Time Has Come.

Wellness Councils of America, Omaha, NE.
PUB DATE- 89
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Corporate Support; *Day Care Centers; *Employer Attitudes; *Employer Employee Relationship; Fringe Benefits; Legal Responsibility; Morale; *Program Costs; Sex Bias; Work Environment

Day care for children of working parents in the United States is labeled a "market failure" where supply and demand meet at a level that is substandard to almost all consumers. In this study of the issue of corporate child care, barriers to entry are discussed and a list is given of the range of service firms could consider. Among the barriers described is a value system that masks a hidden or blatant sexism blended with a lack of understanding of emerging lifestyles. The costs for an onsite child care facility are described as a barrier, as well as the issue of liability. While there is a question of equity, most workers recognize that all benefits are not used equally by employees. Among the benefits considered, employee morale, community health, public relations, and recruiting and retention of employees are considered. (JD)

ED 314 471 TM 014 354

Spottheim, David; And Others

School District Resources and Test Results: An Executive Summary. New York State Education Department Project No. 292.

PUB DATE- Aug 89

NOTE- 9p.; For the full report, see ED 312 307.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Budgeting; Case Studies; *Educational Finance; Educational Policy; Elementary Secondary Education; *Expenditure per Student; Low Income Groups; Outcomes of Education; Public Schools; *Resource Allocation; School Districts; *School District Spending; *Test Results

IDENTIFIERS- Budgetary Thresholds; *New York

As part of the Educational Resource and Outcome Project, this study explored the budgetary threshold needed by poor and low-income school districts to improve scholastic outcomes and the optimal range of school district expenditures; the best composition of financial resources for improved scholastic outcomes; and economics phenomena that could mitigate the districts' operational costs. Two empirical models were constructed: (1) a descriptive model of 28 logistic equations portraying quantitative relationships between resources utilized and educational outcomes; and (2) a prescriptive model of resource allocation constructed through a goal programming technique. Over 400 finance and account items from 200 school districts in 8 counties in New York were used, with 4 case studies for diverse school districts. Results suggest that a budgetary threshold of $4,000.00 per student could produce improved scholastic outcomes. However, an increase of 67% in per student expense was estimated to increase outcomes by only 15%, making it difficult to justify a budget configuration over $6,685.00 per student measured in 1985 dollars. Ramifications for state educational policy are discussed. Table A lists the financial expenditure categories. (SLD)

ED 314 485 TM 014 394

Dropout Count Procedural Handbook.

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

PUB DATE- 88

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Attendance Records; *Documentation; Dropout Characteristics; *Dropout Rate; Dropout Research; Dropouts; High School Students; Secondary Education; *Student Attrition; *Withdrawal (Education)

IDENTIFIERS- *Dropout Count; Nevada State Department of Education

This manual outlines the procedure for counting dropouts from the Nevada schools. The State Department of Education instituted a new dropout counting procedure to its student accounting system in January 1988 as part of its response to recommendations of a task force on at-risk youth. The count is taken from each secondary school and includes students who finished grade 8 but did not enroll in grade 9, as well as students in grades 9, 10, 11, and 12. An outline of the general procedure and a definition of the dropout period are provided; and how withdrawals are recorded, how dropouts are reported, and the codes used in counting students as withdrawals are described. Appendix A lists school district liaisons. Appendices B and C provide the reporting form and a schematic of the dropout period, respectively. (SLD)

ED 314 538 UD 027 218

O'Hare, William P.
Assimilation and Socioeconomic Advancement of Hispanics in the U.S. Staff Working Paper.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Apr 89

NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); Demography; *Economic Opportunities; *Family Financial Resources; *Hispanic Americans; Immigrants; Minority Groups; Social Indicators; Social Integration; Social Stratification; *Socioeconomic Influences; *Socioeconomic Status

This paper presents an overview of the socioeconomic status and advancement of the Hispanic population in the United States. The study uses both socioeconomic indicators and noneconomic measures to assess the level of Hispanic assimilation, and analyzes the influence of subgroup affiliation, place of birth, and length of time since immigration on socioeconomic stratification. The paper is comprised of seven sections. Section 1, "Introduction," discusses theoretical and methodological considerations and presents a demographic overview of Hispanic Americans. Section 2, "Income and Earnings of Hispanics," finds greater declines in family income and individual earnings for Hispanics than for Whites or Blacks during the 1980s. Section 3, "Poverty and Welfare Use Among Hispanics," indicates increases in the poverty rate and number of welfare recipients. Section 4, "Education," reports increases in Hispanic educational attainment in the 1980s but a persistent lag behind that of Whites. Section 5, "Homeownership," finds Hispanics less likely than Blacks or Whites to own homes in 1986. Section 6, "Occupation and Labor Force Participation," examines trends in employment and unemployment. Section 7, "Other Measures of Assimilation and Integration," uses the following measures to analyze Hispanic assimilation: (1) English language usage; (2) residential integration; (3) intermarriage; and (4) fertility. Statistical data are presented on 29 tables. (AF)

ED 314 399 SP 031 881

Brophy, Jere; Bohrkemper, Mary
Teachers' Strategies for Coping with Shy/Withdrawn Students. Research Series No. 199.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Oct 89
NOTE- 89p.
AVAILABLE FROM- Institute for Research on Teaching, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Modification; Coping; Elementary Education; *Student Behavior; Teacher Behavior; *Teacher Influence; *Teacher Role; *Teacher Student Relationship; *Withdrawal (Psychology)

Experienced elementary teachers (N=98) nominated by their principals as either outstanding or average at dealing with problem students described their general strategies for coping with shy/withdrawn students and told how they would handle incidents depicted in two vignettes portraying shyness and withdrawal problems at school. Most of the teachers' intuition- and experience-based responses emphasized bringing shy students along slowly but surely by making them feel comfortable and secure in the classroom, reassuring them of their ability to handle academic challenges, providing special instruction or help if necessary, and applying consistent but gentle and largely indirect pressure for change (in the form of invitations and encouragement rather than demands or direct confrontations). For withdrawn students, the teachers mentioned direct appeals for improved attention; cueing, shaping, environmental engineering, and other support of assistance in sustaining such attention; and attempts to identify and work on the underlying problems that led such students to become withdrawn in the first place. Within these general trends, the higher rated teachers mentioned a greater range of relevant strategies and expressed greater confidence in their ability to respond effectively to shy or withdrawn students than did the lower rated teachers. (Author/JD)

ED 314 458 TM 014 323

Morgan, Ronald R.; And Others
Tutoring: A Description of an Ongoing Research Program.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Research; Elementary Secondary Education; Evaluation Methods; Field Studies; Individual Instruction; *Instructional Effectiveness; Outcomes of Education; Program Descriptions; *Program Effectiveness; Research Design; Research Methodology; *Research Projects; Teaching Methods; Tutorial Programs; *Tutoring

Two pilot studies, which were conducted to determine the effectiveness of a home-based tutoring program operated within an accredited special function school, and to guide the development of an on-going tutoring research project are presented. The population served, from which study populations are drawn, has included, in over 20 years, 5,000 individuals and 350 certified teachers using a curriculum designed to facilitate tutoring. The two studies involved 19 and 24 subjects, respectively, in grades 2 through adult. The students had received tutoring in reading for varying lengths of time. The results suggest that the greatest increase in reading skill occurs after students have received between 20 and 29 hours of tutoring, with smaller gains occurring after 30 to 45 hours by tutoring. The results suggest that pilot studies are being followed up by a research program in which systematic comparisons of pretutoring and posttutoring outcome results are being made

across: (1) tutoring times of 10 to 19 hours, 20 to 29 hours, and 30 to 45 hours; (2) types of subjects--students in grades 1 through 12 or adults; and (3) types of tutoring interventions--academic, job-related, and social-emotional. An attempt is being made to compare outcomes for adults assigned to individual and small-group tutoring. Parental involvement is being studied as a factor in the tutoring of some children. Outcome results are being compared for children whose schools or teachers cooperated in the treatment as against situations where the school or teacher did not cooperate. The last section of this report describes the on-going research program in the context of contemporary developments in cognitive science and instruction. Seven tables and two figures are included. (SLD)

ED 314 500 TM 014 425

Crehan, Kevin D.; And Others
An Investigation of the Optimal Number of Options and the Inclusive "None of These" Option.
PUB DATE- 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; *Item Analysis; *Multiple Choice Tests; Psychology; Test Construction; *Test Format; Test Items; Test Reliability

Two issues in the writing of multiple-choice test items were investigated: a comparison of three versus four options; and the use of the inclusive "none of these" option versus a content option. Subjects were 220 introductory psychology students, who were enrolled at a large southwestern university, responding to a final examination in psychology composed of 48 items. Each item was written in four versions: (1) four options without "none of these"; (2) four options with "none of these"; (3) three options without "neither of these"; and (4) three options with "neither of these". Item analysis and test analysis comparing the manipulated item versions were conducted using item response theory. The three-option format was found to be less difficult than the four-option format, and the use of the "none of these" option resulted in more difficult items. There was no difference in discrimination between three- and four-option formats, a possible argument in favor of a three-option format. However, the study did indicate observed differences in the reliability favoring the four-option format. (SLD)

ED 314 307 SO 020 363

Novick, Minna S.

Celebrating Our Constitutional Heritage with Young People.

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS. AGENCY- World Book, Inc., Chicago, IL.
REPORT NO.- ISBN-0-89707-293-6
PUB DATE- 87
NOTE- 25p.; For related document, see SO 020 364. Photographs will not film clearly.
AVAILABLE FROM- American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; Class Activities; *Constitutional History; Curriculum Enrichment; *Law Related Education; Resource Materials; Secondary Education; United States Government (Course); United States History
IDENTIFIERS- *Bicentennial; *United States Constitution

Targeted toward young people aged 12 through 18, this handbook contains ideas for educational activities, suggestions for special events, a brief overview of the constitutional development period in U.S. history, and an outline of the Constitution. Excerpts from a few of the secondary materials developed for the Bicentennial of the U.S. Constitution are used to suggest how several major generalizations about the Constitution can be conveyed to young people. These basic ideas are to teach: (1) the intrinsic values embedded in the Constitution; (2) the unique historical role it has played in providing both a philosophical ideal and a model for the states and other countries; (3) the language and structure of the document; (4) the role of each branch of government; (5) what rights and responsibilities to which an individual is entitled under the Constitution; (6) the impact of the Constitution on the development of the United States through the years; and (7) the importance of the Constitution in current times and its influence on people's lives today. A list of useful resources for teaching this subject is included as well as a directory of law-related education leaders and resources within various states. (JB)

ED 314 336   SO 020 455

Muskin, Carol
Goals, Instruction, and Management in High School History Classes.
PUB DATE- 31 Mar 89
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classroom Communication; Classroom Research; *Classroom Techniques; Comparative Analysis; Discipline; Educational Objectives; *High Schools; *Instructional Effectiveness; *Learning Processes; Learning Strategies; Social Studies; *Teacher Effectiveness; Teacher Evaluation; *Teaching Methods; United States History

Only by examining the way teachers actually use instructional time and engage students in the teaching-learning process can educators gain a clearer understanding of student learning. A critical examination of students' opportunity to learn should include the goals a teacher holds for students and the tasks assigned, the teaching methods utilized, and the classroom management strategies employed by the teacher. The goals of this study are to describe and analyze how social studies teachers translate goals into teaching activities, to explain why teachers make particular decisions by examining the primary influences on the teacher, and to understand the consequences of particular teacher goals, teaching methods, and management strategies on students' opportunity to learn. Two U.S. history teachers from each of six high schools were selected for observation and analysis. Time and activity information is displayed in a series of tables and charts in the appendix. The data raise questions concerning the appropriate time spent in academic versus management activities. More research is needed on the intermediate role of communication about learning tasks. Given the inherent tension in social studies between content coverage and in-depth discussion and skill development, perhaps the key is to assist teachers in developing instructional methods and managerial strategies which allow them to involve and maintain the attention of students while sustaining a brisk pace toward content-related goals. A 92-item bibliography is included. (JB)

ED 314 350 SO 020 481

Sperry, Robert
Education in the Torres Strait Islands of Australia: General Information and Bibliography.
PUB DATE- Jul 89
NOTE- 5p.; For related documents, see SO 020 477-480.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Practices; *Educational Research; *Elementary Secondary Education; Foreign Countries; Resource Materials
IDENTIFIERS- *Torres Strait Islands

The Torres Strait Islands, located between Australia and Papua New Guinea, are an Australian possession consisting of some 70 islands and islets and administered as part of Queensland. Most of the estimated 7,000 population reside on the administrative center, Thursday Island. There are 17 primary schools and one high school in the Islands. Libraries operate in the primary and secondary schools and interlibrary loan services are provided by the National Library of Australia at Canberra and by Darwin Community college in the Northern Territory. The 14-item bibliography lists English-language educational writings that deal with the Torres Strait Islands. (JB)

ED 314 365 SP 031 663

Federal Personnel. Defense Department's Hiring of Teachers for Overseas Schools. Report to the Chairman, Subcommittee on Investigations, Committee on Post Office and Civil Service, House of Representatives.

General Accounting Office, Washington, DC. General Government Div.

REPORT NO.- GAO/GGD-89-82

PUB DATE- 14 Jun 89

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)

DESCRIPTORS- Elementary Secondary Education; *Enrollment; Federal Government; *Labor Market; *Overseas Employment; Personnel Selection; *Teaching (Occupation)

IDENTIFIERS- *Dependent Schools

This document presents a review of the teacher hiring practices of the Department of Defense Dependents Schools. These schools, located overseas, educate minor dependents of military and civilian employees. Information is included on the hiring process for the overseas schools as well as the number of teachers employed, the source of appointment, and the number of students. (JD)

ED 314 526 UD 027 200

Barriers and Opportunities for America's Young Black Men. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 25 Jul 89

NOTE- 173p.; Some pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- Access to Education; At Risk Persons; *Black Youth; Crime; *Economic Opportunities; *Educational Opportunities; Elementary Secondary Education; *Employment Opportunities; Ghettos; Hearings; Higher Education; Lower Class; *Males; Self Concept; Socioeconomic Influences; *Urban Areas; Urban Education; Violence

IDENTIFIERS- Congress 101st

This document discusses a hearing which concerns the needs of America's young black men who live in city neighborhoods with little or no opportunity for meaningful employment or educational success. Economists, educators, psychologists, anthropologists, and community activists testified on both the structural barriers that restrict young black males' potential and the need to develop for them economic opportunities and a positive self-image that can survive the systematic assaults on their dignity and well-being. The following facts about barriers and opportunities for young black men are discussed: (1) high black poverty rates persist and the black poor are getting poorer; (2) the number of underclass areas has doubled in recent years; (3) economic shifts have reduced black earnings and job opportunities; (4) young black males have lower marriage rates; (5) poor black males face major obstacles to education, particularly college; (6) black males are at greater risk of arrest and incarceration; and (7) young black men are at high risk of death from violence, substance abuse, and AIDS. Transcripts of the oral statements of six witnesses, written statements, and supporting materials are included, along with eight charts and 16 tables. (JS)

ED 314 383 SP 031 809

Clarke, Janet Richards; Gipe, Joan P.
Psychological Characteristics, Teaching Beliefs and Teaching Behaviors of Artist/Teachers.
SPONS. AGENCY- NETWORK, Inc., Andover, MA.
PUB DATE- Oct 89
NOTE- 27p.; Paper presented at the Annual Meeting of NETWORK

(Washington, D.C., October 1989.)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Artists; *Art Teachers; Fine Arts; High Schools; Locus of Control; Magnet Schools; *Personality Traits; *Psychological Characteristics; Self Esteem; Talent; *Teacher Behavior; *Teacher Effectiveness

Artist/teachers are professional artists in various fields who teach in high schools for the visual and performing arts. Although many hold advanced degrees, few have taken courses in teaching methods. Nevertheless, as a group artist/teachers have a reputation for teaching excellence. Participants in this study of the psychological characteristics of artist/teachers were 202 teachers who responded to questionnaires regarding their personality characteristics and their teaching beliefs and practices. A profile of the artist/teachers in this sample them to be creative, confident about their abilities as teachers, highly intuitive, judgmental, evenly introverted and extroverted, and somewhat less internally directed than expected. With the exception of the last item, these would seem to be the ideal characteristics for teachers of artistically talented students. (JD)

ED 314 417 SP 031 935

Hanus, Robin Darst
Wellness Councils of America: Building a National Network.
Wellness Councils of America, Omaha, NE.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Health Services; *Corporate Support; Employer Employee Relationship; *Health Promotion; *Networks
IDENTIFIERS- Employee Fitness Programs

A description is given of the work and resources of the Wellness Councils of America, a national umbrella organization established to provide direction and support services to community-based Wellness Councils. A Wellness Council is a membership organization made up of employers that promote wellness programs at the worksite. (JD)

ED 314 431 TM 014 150

The Gender Gap.

Educational Testing Service, Princeton, NJ. Policy Information Center.

PUB DATE- Oct 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; Elementary Secondary Education; Females; Higher Education; *High School Students; Males; Mathematics Achievement; National Surveys; Performance Factors; Reading Achievement; *Sex Differences; Test Results
IDENTIFIERS- National Assessment of Educational Progress; National Merit Scholarship Qualifying Test; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test; Writing Achievement

This issue of "ETS Policy Notes" discusses gender differences in educational achievement. The first article--"The Gender Gap in Education: How Early and How Large?"--discusses the National Assessment of Educational Progress (NAEP), which first measures achievement at age 9 years. Gender differences at that age are generally small, but significant in some academic subjects. By age 17, average scores for females are higher in reading and writing; with males, advantages are apparent in science and mathematics. Student attitudes begin to affect curriculum choices in the high school years and large differences emerge as college-bound seniors report their choice of intended college major. ETS publications reflecting data from the NAEP are listed at the end of the article. The second article--"Scholastic Ability"--considers the gender differences in performance on the Scholastic Aptitude Test (SAT) and the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). Over the years, male and female verbal scores have converged, although males still outperform females in mathematics. Information on a more detailed report on gender differences in SAT takers is provided. The third article--"Sex Differences in Test Performance: A Synthesis of Research"--describes a comprehensive new summary of several decades of research on these gender differences, prepared by ETS researchers G. Wilder and K. Powel. This synthesis suggests that performance differences may be slowly diminishing, although women still lag in some aspects of spatial ability and achievement at the top levels of mathematics. (SLD)

ED 314 445 TM 014 251

Head, L. Quinn; And Others

The Effects of Race and Gender on the Academic Performance of First Time University Freshmen.

PUB DATE- Nov 89

NOTE- 6p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Analysis of Variance; Black Students; *College Freshmen; Grade Point Average; Higher Education; *Performance Factors; *Predictor Variables; *Racial Differences; *Sex Differences; White Students

The effects of race and sex on the scholastic performance of university freshmen were studied in a stratified random sample of 100 subjects obtained from 1,439 freshmen at a state university. There were 20 white males, 20 white females, 20 black males, and 20 black females, and 10 males and 10 females from other ethnic groups. A three by two factorial design was selected to analyze the data, with grade point average (GPA) as the dependent variable. The Tukey Honestly Significant Difference procedure was used as a follow-up step. Results indicate that race and sex did not interact to affect GPA. Even though significant differences for GPA means among males and females were not obtained, the analysis of variance indicated statistically significant differences between races. The Tukey procedure did not indicate any significant differences between any of the ethnic groups. It is suggested that repeating the study with larger samples would provide a clearer picture of racial differences. (SLD)

ED 314 472 TM 014 355

Fetterman, David M.
From Qualitative to Quantitative and Back Again: Philosophical and Methodological Transitions.
PUB DATE- Oct 89

NOTE- 14p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College Faculty; *Employee Attitudes; Ethics; *Evaluation Methods; Evaluation Problems; Evaluative Thinking; Higher Education; *Interviews; Investigations; Measurement Techniques; Qualitative Research; *Self Evaluation (Groups); Statistical Analysis
IDENTIFIERS- *External Evaluation; Stakeholder Evaluation

Allegations by a resigning employee of intimidation, cover-up, unethical behavior, legal violations, waste, and mismanagement were investigated at a major university, relying on confidential interviews and a review of relevant documentation. The case study of this evaluation illustrates the advantages of a mix of qualitative and quantitative approaches in evaluation and audit. Confidential interviews with 16 health and safety professional staff members were charted to graphically illustrate staff concerns and were categorized for relevant issues. The external view of the evaluator was juxtaposed against the internal views of staff. Both internal and external evaluators found evidence of some waste and mismanagement. The external evaluator thought that there had been one instance in which the university acted unethically, but found no evidence of a cover-up; staff members recognized no examples of unethical action, but some believed there might have been a cover-up. These apparent contradictions represented weaknesses in communication among all parties, rather than the lack of reality of the insiders' viewpoints. Combining quantitative and qualitative approaches enhanced the usefulness and accuracy of the evaluation. Three illustrative figures are provided. (SLD)

ED 314 486 TM 014 395

Yap, Kim O.
A Design for Evaluating the Nevada Proficiency Examination Program.
Northwest Regional Educational Lab., Portland, OR. Assessment and Evaluation Program.
SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Jun 89
NOTE- 36p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cost Effectiveness; Data Analysis; Elementary Secondary Education; *Evaluation Methods; Program Administration; *Program Evaluation; Program Improvement; *Research Design; *State Programs; Surveys; *Testing Programs
IDENTIFIERS- *Nevada Proficiency Examination Program; *Stakeholder Evaluation

In March 1989, the Northwest Regional Educational Laboratory entered into a contract with the Nevada Department of Education to develop this evaluation design for the Nevada Proficiency Examination (NPE) Program. The NPE program, mandated by state legislation, requires each school district to administer examinations in all public schools to determine student achievement in reading, writing, and mathematics in grades 3, 6, 9, and before completion of grade 12 (usually grade 11). No formal evaluation of the program had previously been conducted. To maximize the chances of providing useful information for decision makers, the evaluation proposed to: review the literature; conduct survey research to collect data from stakeholder groups; maintain an orientation toward program improvement; and use cost efficient methods. Three general areas were identified for the evaluation: (1) similarities and differences between the Nevada program and comparable activities in other states; (2) program administration issues; and (3) program improvement issues. Descriptive statistical methods were planned for analysis of the data collected. The evaluation was scheduled for the fall of 1989, prior to a planned changeover in the tests used to determine proficiency. Appendices comprising half the document contain survey forms and interview questions planned for the evaluation. (SLD)

ED 314 513 UD 027 110

Placier, Peggy
"Risk Management" in Context: Policy Meanings of the Term "At-Risk" and Administrative Responses to "At-Risk" Students.
PUB DATE- Apr 88
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Reports - General (140)
DESCRIPTORS- *Administrative Policy; *Administrator Attitudes; Comparative Analysis; Differences; Elementary Secondary Education; *High Risk Students; *Institutional Characteristics; *Local Norms; Potential Dropouts; School Districts; *School Organization; School Size; Teacher Attitudes

This paper discusses a study of at-risk students in two highly contrastive schools, located in different districts, in order to illustrate the comparative perspective on how district and school characteristics might influence the definition of and response to at-risk students. The study is linked with a larger cultural context through an investigation of the occurrence of the term "at risk" in the educational literature over the past 10 years. The characteristics of the Suroeste School District and the Raintree School District (Arizona), the schools within each district, and the administration personnel within are contrasted. These district and school differences are then compared to the responses of each district to at-risk students. The differences between these school systems in their definition of at risk and their responses to at-risk students are discussed. In general, the smaller schools and the smaller, less centralized district, were less rigid in both identification of students and response to the educational difficulties. A bibliography with 12 references is included. (JS)

ED 314 539 UD 027 219

Compensatory Education: Aguilar v. Felton Decision's Continuing Impact on Chapter 1 Program. United States General Accounting Office Briefing Report to Congressional Committees.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-89-131BR
PUB DATE- Sep 89
NOTE- 48p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Attitudes; Compensatory Education; *Compliance (Legal); *Cost Estimates; Court Litigation; *Delivery Systems; Elementary Secondary Education; Federal Courts; Federal Programs; *Private Schools; Special Needs Students; State Surveys; *Student Participation
IDENTIFIERS- *Aguilar v Felton; *Education Consolidation Improvement Act Chapter 1

In the 1985 "Aguilar v. Felton" decision, the Supreme Court prohibited public school teachers in compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act from providing remedial services to sectarian private school students on private school premises. This document comprises a report on the effects of the decision on the Chapter 1 program. Data were gathered using mail-out questionnaires and follow-up telephone calls to Chapter 1 coordinators in 50 states, the District of Columbia, and Puerto Rico and from visits to 12 school districts in six states. The following findings are discussed: (1) 46 states reported that school districts will spend an estimated $105 million for eligible capital expenditures; (2) most states reported that they will distribute funds to school districts based on eligible capital expenditures and/or enrollment, and that estimated expenditures exceed available funds; (3) immediately following "Felton," private school student participation dropped by 34 percent but has since risen to within 18 percent of pre-"Felton" levels; and (4) officials at the 12 sites visited reported that they preferred to have public school teachers provide services in the private school building, but they were generally satisfied with the new methods. Statistical data are included on four tables and 19 graphs. Data on following are appended: (1) school districts studied and sectarian private school students served under Chapter 1; (2) state estimates of past and future eligible capital expenditures; (3) supporting statistical data; (4) index of references to school districts studied; and (5) major contributors to this report. A list of related Government Accounting Office publications is also appended. (FMW)

ED 314 322 SO 020 429

Hobbs, Susan
Strategies for Succeeding in a U.S. University: A Handbook for Incoming Foreign Students.
Indiana Univ., Bloomington. School of Public and Environmental Affairs.
PUB DATE- 89
NOTE- 50p.
AVAILABLE FROM- Susan Hobbs, School of Public and Environmental Affairs, Indiana University, Bloomington IN 47405.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Acculturation; Discussion (Teaching Technique); *Foreign Students; Graduate Students; Help Seeking; Higher Education; Lecture Method; Reading Assignments; *Success; Undergraduate Students; *Universities; Writing (Composition)

Designed for all incoming international students at both the undergraduate and graduate levels, this handbook answers questions and offers information and strategies that can be used to make their transition into the U.S. system easier. It explains the expectations, norms, and procedures of the U.S. educational system. The handbook is divided into five main sections. The first is an overview of the U.S. educational system. Next is a section on classes that discusses choosing classes, registration, and how to make the most of lectures, discussion classes, and readings. This is followed by a section on written assignments and tests that provides general advice, discusses the differences between paraphrasing, summarizing, and plagiarizing, and presents a guide for writing a research paper. The section on tests discusses the types of tests and test questions that may be encountered and offers advice about studying for and taking tests. The last section contains suggestions about where to go for additional help or to have questions answered, both academic and nonacademic. Many subsections contain lists of "DOs" and "DON'Ts," that point out the expected norms in the U.S. system. Each section is relatively independent. A 12-item bibliography is included. (JB)

Rooney, Thomas
Humanities (A Case Study). Focus on Fine Arts.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0302-0
PUB DATE- Sep 89
NOTE- 58p.; For related document, see SO 020 489.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Dance; *Fused Curriculum; High Schools; History; Humanities; *Humanities Instruction; Integrated Curriculum; *Interdisciplinary Approach; Literature; Music; *Team Teaching; Theater Arts; *Unified Studies Curriculum; Visual Arts

Few U.S. high school students know art or music history, but the languages of the arts should not be foreign to anyone. History should be taught as an exploration of human endeavors and expressions. History provides the framework to help people learn the changing forms, styles, and functions of the arts, religion, philosophy, and other humanistic endeavors. The study of history enhances the study of the arts and vice versa. A curriculum should impose an order that will help students find patterns in the categories and chronologies of the humanities without sacrificing their own emotional, aesthetic, and intellectual responses to each work they encounter. By viewing history as a pattern, as a series of interrelated cycles repeated in a variety of ways, educators help to prepare students for new experiences and equip them to understand the past and the present and to be ready for the future. Chapter 1 presents a rationale for integrating the arts into secondary education. Chapter 2 discusses teaching students how to respond to the arts through subject, function, and form. Chapter 3 is a case study of an interdisciplinary humanities course for high school seniors taught in Needham High School (Massachusetts). The organization of the course is discussed and sample activities are presented. Chapter 4 discusses student reactions to the course. A 10-item bibliography concludes the document. (JB)

ED 314 366 SP 031 728

Thompson, Jay C., Jr.; Cooley, Van E.
A Comparative Longitudinal Analysis of State Education Agency Staff Development Programs in the Fifty States 1983-89.
PUB DATE- 89
NOTE- 10p.; Paper presented a the Annual Meeting of the Midwestern Research Association (11th, Chicago, IL, October 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cost Effectiveness; Elementary Secondary Education; Expenditure per Student; Financial Support; Program Costs; *Resource Allocation; *Staff Development; *State Aid; *State Departments of Education; State Legislation

This study is a replication of a 1983-84 study involving state activity in the area of staff development. Responses to a survey were received from the Chief Educational Officer in each of the 50 states. A comparison is made of changes since the 1984 study, focusing on four basic objectives: (1) Which states through law or accreditation currently mandate staff development or inservice programs for local school districts? (2) Which states are currently planning or have pending legislation regarding staff development? (3) What effect does per pupil expenditures have on state mandates staff development programs? and (4) Which states provide funding for staff development or inservice programs? (JD)

ED 314 400 SP 031 882

Brophy, Jere; Rohrkemper, Mary
Teachers' Strategies for Coping with Failure Syndrome Students. Research Series No. 197.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Oct 89
NOTE- 81p.
AVAILABLE FROM- Institute for Research on Teaching, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; *Cognitive Restructuring; Elementary Education; *Helplessness; Modeling (Psychology); Psychological Patterns; Self Concept; *Student Behavior; *Teacher Role; *Teacher Student Relationship

Experienced elementary teachers (N=98) described their general strategies for coping with failure syndrome students and told how they would handle incidents depicted in two vignettes portraying failure syndrome problems at school. Compared to their responses concerning some of the other problem student types addressed in the Classroom Strategy Study, the teachers were unusually confident about their abilities to intervene successfully with failure syndrome students. They tended to mention similar response strategies featuring a combination of support, encouragement, demands for improved persistence, and task assistance designed to shape better work habits through successive approximations. These stratagies for responding to failure syndrome problems reported by most teachers were well matched to the strategies supported by the research literature. However, teachers were not familiar with cognitive modeling as a method for teaching students better coping strategies, nor with the importance of teaching them to persist in the face of frustration or failure rather than just programming them for success. (Author/JD)

Sedlacek, William E.; Adams-Gaston, Javaune
Predicting the Academic Success of Student-Athletes Using SAT and Noncognitive Variables. Research Report #20-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Athletes; Black Students; College Athletics; *College Freshmen; *Grade Prediction; Higher Education; Hispanic Americans; Minority Groups; *Nontraditional Students; Predictive Measurement; White Students
IDENTIFIERS- *Noncognitive Questionnaire; *Scholastic Aptitude Test

Incoming freshman athletes (N=105) in revenue sports (e.g., football, basketball) and non-revenue sports (e.g., tennis, swimming) at the University of Maryland (College Park) were administered the Noncognitive Questionnaire (NCQ) at their initial fall orientation. The sample was 64% male, 80% White, 15% Black, and 4% Hispanic. The NCQ has been shown by T. J. Tracey and W. E. Sedlacek (1984) to have validity in predicting the success, particularly retention and graduation, of non-traditional students (e.g., cultural and racial minorities, international students). Three of the eight NCQ scales (support person, community, and self-concept) combined to predict first semester grade point average. Scores on the Scholastic Aptitude Test (SAT) had essentially no correlation with freshman grades. It was concluded that SAT scores should not be used to prevent athletes from competing in their first year. It was further suggested that thinking of athletes as traditional students in special circumstances may be doing them a disservice. It may be more meaningful to consider athletes as non-traditional students with their own cultures and problems in relating to the larger system. Other research identifying prejudice toward athletes supports this point. Suggestions are made for programs for athletes and others on campus. Three data tables are included. (Author/SLD)

ED 314 418 SP 031 937

The Wilson Report: Moms, Dads, Daughters and Sports.

Diagnostic Research Inc., Los Angeles, CA.
SPONS. AGENCY- Wilson Sporting Goods Co., River Grove, IL.; Women's Sports Foundation.
PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; National Surveys; *Parent Attitudes; *Parent Influence; *Physical Activities; Physical Fitness; Recreational Activities; *Student Attitudes; *Student Participation; *Womens Athletics

A report is given on the results of a nationwide survey (N=1,004 parents, 513 daughters) studying the influence of parents and family factors on girls' participation in sports. A large majority of parents regarded participation in sports as an important part of their daughters' development, and that it is as important for girls to be involved in sports as for boys. Survey results are depicted on graphs revealing the perceptions of parents and daughters regarding sport participation. (JD)

ED 314 308 SO 020 364

Novick, Minna S.
Helping Children To Understand the United States Constitution.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS. AGENCY- World Book, Inc., Chicago, IL.
REPORT NO.- ISBN-0-89707-271-5
PUB DATE- 86
NOTE- 20p.; For related document, see SO 020 363. Photographs will not film clearly.
AVAILABLE FROM- American Bar Association, 750 North Lake Shore Drive, Chicago, IL 60611.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Citizenship; *Citizenship Education; Citizenship Responsibility; *Civics; *Class Activities; *Constitutional History; Curriculum Enrichment; Elementary Education; *Law Related Education; Resource Materials
IDENTIFIERS- *Bicentennial; *United States Constitution

Targeted for children aged 5 through 12, this handbook contains some ideas for educational activities, a brief overview of the constitutional development period in U.S. history, and a simplified annotated outline of the Constitution. This material should prove helpful in teaching children the following: (1) the intrinsic values embedded in the Constitution; (2) the unique historical role it has played in providing both a philosophical ideal and a model for the states and other countries; (3) the language and structure of the document; (4) the role of each branch of government; (5) the rights and responsibilities an individual has under the Constitution; (6) the impact of the Constitution on the development of the United States through the years; and (7) the importance of the Constitution in current times and its influence on people's lives today. A list of useful resources for teaching about the Constitution concludes the document. (JB)

ED 314 337 SO 020 466

Ridout, Kyle
A Workbook for Student Community Service.
PUB DATE- 88
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cooperative Education; Experiential Learning; *Field Experience Programs; *Internship Programs; School Business Relationship; Secondary Education; *Student Experience; *Workbooks; Work Experience Programs
IDENTIFIERS- Kentucky; *Kentucky Opera

Designed for students from Jefferson County (Kentucky) public schools doing internships at the Kentucky Opera, this workbook explains the intern's, the supervisor's, and the school coordinator's roles. Intern job descriptions are provided (box office/group sales, company management, finance/data processing, assisting at the Kentucky Opera Guild, marketing and development, public relations, and production) as well as worksheets and scheduling calendars to be filled out by the intern. The appendix contains staff job descriptions, a staff directory, an opera outline (by composer), a glossary of opera terms, and an 18-item reference list. (JB)

ED 314 384 SP 031 810

Marchant, Gregory J.
How Many and Why Not More: A Survey of Issues in Education.
PUB DATE- Oct 89
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 19-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; College Faculty; Elementary Secondary Education; *Excellence in Education; Higher Education; Professional Recognition; Socioeconomic Status; *Student Characteristics; *Teacher Attitudes; *Teacher Effectiveness

This study explored differences among elementary and secondary teachers, elementary and secondary principals, and faculty members and undergraduate education students concerning three main issues in education: (1) effective teaching; (2) educational reform and professionalism; and (3) the nature of school children. Principals were found to be more optimistic concerning the implementation of effective teaching practices, and felt that teacher inability was the major impediment. Teachers felt that lack of time and the characteristics of their students created the greatest impediment to effectiveness. All of the groups felt that the best way to learn effective teaching practices was through actual teaching. The majority of teachers were not familiar with the reform reports from the Holmes Group or the Carnegie Foundation. The undergraduate education students did not anticipate teaching low SES or low achieving children. However, teachers from the same geographic areas reported that over 50 percent of their students were low or lower middle SES and below average in achievement. The results raise questions concerning teacher efficacy, the nature of the profession, and the recruitment and training of teacher education students. (Author)

ED 314 432 TM 014 213

Pfleiderer, Joanne, Ed.
New Directions for Teacher Assessment. Proceedings of the ETS Invitational Conference (49th, New York, New York, October 29, 1988).
Educational Testing Service, Princeton, N.J.
REPORT NO.- ISBN-0-88685-089-4
PUB DATE- 89
NOTE- 121p.
AVAILABLE FROM- Educational Testing Service, Invitational Conference Proceedings, Princeton, NJ 08541 ($12.95 if prepaid, $15.95 if not prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Teachers; *Educational Trends; Elementary Secondary Education; Higher Education; *National Programs; Student Teacher Supervisors; Teacher Attitudes; Teacher Certification; Teacher Education; *Teacher Evaluation
IDENTIFIERS- Rochester Method

Proceedings of a conference on teacher assessment are presented. A speech accompanying presentations of the 1988 Educational Testing Service Award for Distinguished Service to Measurement and a list of winners of that annual award from 1970 to 1988 are included. The nine papers provided include: (1) "Strengthening the Teaching Profession through National Certification" (James A. Kelly); (2) "The Paradox of Teacher Assessment" (Lee S. Shulman); (3) "A New Generation of Tests for Licensing Beginning Teachers" (Carol Anne Dwyer); (4) "Implications of Studies of Expertise in Pedagogy for Teacher Education and Evaluation" (David C. Berliner); (5) "A Classroom Teacher's View of the Assessment of Teaching" (Claire L. Pelton); (6) "New Directions for the Career of Teaching--The Rochester Experiment" (Adam Urbanski); (7) "Restructuring Teacher Education" (Judith E. Lanier); (8) "The Case for a Supervised Teaching Internship" (Linda Darling-Hammond); and (9) "Will Improving Teacher Assessment Improve the Education of Children?" (P. Michael Timpane). (TJH)

ED 314 446 TM 014 253

Fletcher, Richard K., Jr.; And Others

Relationships between the PPST and ACT Admissions Tests for Teacher Education and College GPA and NTE.

PUB DATE- Nov 89

NOTE- 55p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Admission Criteria; College Entrance Examinations; *College Graduates; College Students; Comparative Testing; Correlation; *Grade Point Average; Grade Prediction; Graduate Students; Higher Education; *Predictive Measurement; *Teacher Education; Teacher Education Programs; *Test Results; Test Validity

IDENTIFIERS- American College Testing Program; National Teacher Examinations; Pre Professional Skills Tests; Tennessee

Technological University

The Pre-Professional Skills Test (PPST) has been given to all students as an entry requirement into teacher education programs at Tennessee Technological University (Cookeville) since 1983. All students at the University are also required to take the American College Test (ACT). One of the questions in this study related to whether the same or similar information was already available from the ACT as was measured by the PPST. Further questions were examined regarding the relationship between the PPST and the ACT and measures of academic success, college grade point average (GPA), and scores on the National Teacher Examination (NTE). The study sample was comprised of 357 students enrolled at Tennessee Technological University between September 1984 and May 1989, who had taken both the PPST and the NTE prior to May 1989. Results from the analysis of 270 graduates reveal correlations between similar subtests of the PPST and ACT ranging from 0.58 to 0.71. The correlations between similar subtests of the PPST and NTE ranged from 0.51 to 0.71. Correlations between the predictor variables and GPA ranged from 0.05 to 0.32. Values for multiple correlations were slightly higher than were those for simple correlations. Twenty-eight tables present data from the study. (Author/SLD)

ED 314 459 TM 014 324

Mahoney, Susan S.
Credit by Examination at the University of Texas at Austin, 1988-1989.
REPORT NO.- SR-89-2
PUB DATE- Nov 89
NOTE- 79p.; For the 1987-1988 report, see ED 310 163.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Equivalency Tests; *Graduation Requirements; Higher Education; *Scores; Special Degree Programs; *Test Results; Test Use
IDENTIFIERS- *University of Texas Austin

Credit earned by examination at the University of Texas at Austin is equivalent to credit earned by taking the academic course, but cannot be counted as credit earned in residence. In the 1988-89 testing year, eight colleges or schools of the university participated in the credit-by-examination program. Evaluations of 29,698 test scores from 50 subject areas from 32 departments or divisions are recorded in this report. Many students took more than one examination. There were 12,343 participants; 8,530 of these earned credit for at least one course. A total of 14,935 qualifying test scores generated 79,228 semester hours of credit eligibility. Test results are reported alphabetically for 18 subject areas: (1) biology; (2) chemistry; (3) Chinese; (4) computer sciences; (5) data processing and analysis; (6) economics; (7) English; (8) French; (9) German; (10) government; (11) history; (12) Latin; (13) mathematics; (14) physics; (15) psychology; (16) Russian; (17) sociology; and (18) Spanish. Documentation of test results in all 50 subject areas, the overall impact of credit by examination on the participating schools and colleges, and comparisons of the 1988-89 test results with results from previous years are included in the summary section of the report. English, Spanish, and mathematics were the areas in which students most often attempted to earn credit by examination. There are 81 tables of examination results and four figures. (SLD)

ED 314 514 UD 027 115

Willis, Harriet Doss
Students at Risk: A Review of Conditions, Circumstances, Indicators, and Educational Implications.
North Central Regional Educational Lab., Elmhurst, IL.

PUB DATE- 89
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Curriculum Development; *Educationally Disadvantaged; Elementary Secondary Education; Enrichment; *High Risk Students; *Intervention; Minority Group Children; Potential Dropouts;

Research Utilization; *Social Indicators; *Socioeconomic Influences; *Student Characteristics; Urban Education

This paper addresses the educational implications of the increasing number of students at risk and reviews the variety of at-risk conditions and circumstances and their indicators. The following topics are discussed: (1) the characteristics and behaviors that define and identify youth at risk; (2) social correlates of educational risk; (3) indicators of at-risk students based on research and experienced practice; (4) intervention strategies for primary grade students; and (5) intervention strategies for adolescents at risk. A bibliography with 84 references is included. (JS)

ED 314 527 UD 027 203

Hranitz, John R.
Will the Real Urban Teacher Please Stand Up? A Profile of the Outstanding Urban Teacher.
SPONS. AGENCY- Pennsylvania State System of Higher Education, Harrisburg. Pennsylvania Academy for the Profession of Teaching.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Individual Characteristics; Literature Reviews; School Surveys; *Teacher Attitudes; *Teacher Characteristics; *Teaching Skills; Urban Schools; *Urban Teaching
IDENTIFIERS- *Pennsylvania (Harrisburg)

This document reports on the qualities of a good urban teacher as perceived by urban early childhood and elementary school teachers in 1988. A review of the educational literature indicates that the characteristics of good teaching reflected the time period in which the teachers lived and were prepared. This study focused on preschool, substitute, transition, English as a Second Language (ESL), and primary teachers working in the Harrisburg (Pennsylvania) City School District in Spring 1988. The survey instrument was a 36-item questionnaire developed to collect rankings of desirable teacher qualities identified in an earlier study. Data analysis yielded the following results, in order of ranked importance: (1) has an attractive and stimulating classroom; (2) provides instruction that is interesting and directed toward clear goals; (3) has good judgment; (4) applies the principles of learning; (5) is fair and impartial; (6) has a sense of humor, is cheerful, good natured, and pleasant; (7) disciplines firmly but kindly; (8) speaks clearly, in a pleasing voice; (9) uses new ideas and methods; and (10) is honest. The findings seem to reflect the methods and materials used in current teacher preparation programs, which stress the use of bulletin boards and displays, as well as a contemporary societal trend toward egocentrism, including a retreat from community involvement. A complete list of quality ranks and descriptions is included. A list of 11 references is appended. (FMW)

Kronish, Miriam; Abelmann, Jeryl

Elementary. Focus on Fine Arts.

National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-0301-2
PUB DATE- Sep 89
NOTE- 59p.; For related document, see SO 020 488.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Cognitive Style; Curriculum Development; Elementary Education; *Elementary School Curriculum; *Fine Arts; Fused Curriculum; Instructional Development; *Integrated Curriculum; *Interdisciplinary Approach; Learning Activities; *Unified Studies Curriculum

Integrating the arts from the preschool level through graduate school enables students to develop their creativity and their ability to reason, draw abstractions, analyze, give personal meaning to what they are learning, and to express themselves in very powerful and fulfilling ways. Students must be taught with a variety of approaches to accommodate various learning styles. Experiential learning--testing theories, creating models, tinkering, expressing ideas visually, aurally, and kinesthetically--reinforces the learner as well as the concepts. And as students share their products with their peers, they learn from each other. It is important for teachers and specialists, curriculum directors and principals to come together to plan the total curriculum from kindergarten through the elementary grades. Integrated education involves looking at the curriculum as a unified whole rather than as a series of isolated subject areas. Subjects are linked from one discipline to another. The power of the arts as an integrating catalyst is dramatic and compelling. This document offers an instructional framework and shows how an integrated approach can accommodate various learning styles. Case studies and classroom applications are presented to illustrate how the approach works. An 11-item bibliography concludes the document. (JB)

ED 314 367 SP 031 736

Good, Thomas L.; Brophy, Jere E.
Educational Psychology. A Realistic Approach. Fourth Edition.
REPORT NO.- ISBN-0-8013-0351-6
PUB DATE- 90
NOTE- 836p.; For related documents, see SP 031 737-738.
AVAILABLE FROM- Addison Wesley Publishing Co., Jacob Way, Reading, MA 01867 ($19.90, Stock #78126).
LANGUAGE- English
Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Development; *Classroom Techniques; Cognitive Development; *Cognitive Style; *Decision Making; *Educational Psychology; Grading; Higher Education; Physical Development; Preservice Teacher Education; *Student Motivation; Teacher Effectiveness; Teaching Methods

The purpose of this book is to improve instruction by helping future teachers understand the realities of teaching, understand and organize relevant psychological theory, and become competent at tasks instructors perform. There are 29 chapters which deal with the following topics: (1) teacher decision making; (2) student physical development; (3) basics of cognitive development; (4) cognitive development and education; (5) social and personal development; (6) psychology of learning; (7) the behavioral approach to learning; (8) the cognitive structural view of learning; (9) the information-processing view of learning; (10) skills for learning; (11) instructional design; (12) approaches to classroom instruction; (13) basic instructional skills; (14) basic concepts of motivation; (15) cognitive viewpoints; (16) guidelines for motivating students; (17) communicating appropriate expectations to low achievers; (18) the humanistic perspective; (19) overview of classroom management; (20) establishing and maintaining a good learning environment; (21) principles and techniques of behavior modification; (22) humanistic approaches to counseling disturbed students; (23) socioeconomic status, IQ, and gender differences among students; (24) cognitive styles and creativity; (25) educating students with special needs; (26) principles of educational measurement; (27) statistical concepts; (28) test construction; and (29) assigning grades. (JD)

ED 314 401 SP 031 883

Brophy, Jere; Rohrkemper, Mary

Teachers' Strategies for Coping with Perfectionist Students. Research Series No. 198.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
PUB DATE- Oct 89
NOTE- 90p.
AVAILABLE FROM- Institute for Research on Teaching, Michigan State University, 252 Erickson Hall, E. Lansing, MI 48824 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Behavior Modification; *Cognitive Restructuring; Elementary Education; Intervention; Responses; Student Attitudes; *Student Behavior; *Student Characteristics; *Student Reaction; *Teacher Role; *Teacher Student Relationship
IDENTIFIERS- *Perfectionism

Experienced elementary teachers (N=98) described their general strategies for coping with perfectionist students told how they would handle incidents depicted in two vignettes portraying problems of perfectionism at school. Most of the teachers were oriented toward sympathetic responses featuring support, encouragement, assistance, and attempts at cognitive restructuring (getting students who were perfectionsts to view mistakes as normal features of the learning process). Higher rated teachers exhibited greater confidence and described a greater variety of strategies in more detail, but the lower rated teachers generally spoke along the same themes. The teachers' responses indicated that they were able to supplement cognitive restructuring with additional approaches that take advantage of their roles as instructor and authority figure. Teachers can work with the problem directly by helping perfectionists to shape their thinking as they set goals and expectations prior to classroom tasks, to cope with the events that occur as they work on the tasks, and to evaluate their performance both as it unfolds and after it has been completed. (Author/JD)

ED 314 419 SP 031 938

Basch, Charles E.; And Others
Perceptions, Attitudes, Motivations, and Behaviors of Drivers 18 to 22 Years Old.
AAA Foundation for Traffic Safety, Washington, DC.
PUB DATE- 87
NOTE- 168p.
AVAILABLE FROM- AAA Foundation for Traffic Safety, 1730 M St. NW, Washington, DC 20036 (first copy free, $2.00 thereafter).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Drinking; Driver Education; Drug Use; *Emotional Problems; Personality Traits; Recreational Activities; *Student Attitudes; *Student Behavior; Traffic Accidents; *Traffic Safety; *Youth Problems

Young people are open to traffic accidents because of their age, their attitude, their lack of experience, and their tendency for risk-taking. This study sought an answer to the question of what are the perceptions, attitudes, feelings, and self-reported behaviors of young people that lead to traffic safety problems and/or interfere with their solutions. The investigators conducted focus group discussions, and administered a semantic differential instrument and a data sheet on driving to 316 young drivers selected from the target population. The data from this research are presented on tables with accompanying narrative discussion, which identifies and analyzes specific problems revealed by the responses of participants. Results indicated a wide range of individual differences, and many unsafe driving practices appear to be rooted in emotional rather than cognitive causes. Driving while under the influence of drugs or alcohol appeared to carry little stigma with young people. It is suggested that driver improvement programs should be approached from the perspective of the young drivers themselves, including: (1) focusing on their values and goals; (2) recognizing the possible social attractiveness of unsafe driving; (3) identifying and dealing with the emotional causes of unsafe driving; and (4) assisting young people to find ways other than unsafe driving to achieve their personal goals. Instruments used in the survey are appended. (JD)

ED 314 473 TM 014 357

Gettys, Cynthia M.
Development of the Survey Instrument.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Graduate Students; *Graduate Surveys; Higher Education; Interviews; Pilot Projects; Program Evaluation; Qualitative Research; Questionnaires; *Student Attitudes; Student Evaluation of Teacher Performance; *Test Construction
IDENTIFIERS- Open Ended Questions; *University of Tennessee Knoxville

An instrument was developed to identify the needs and concerns of graduate students enrolled in the College of Education of the University of Tennessee (Knoxville). The instrument was designed to measure students opinions, perceptions, and needs. Issues addressed were: perceived quality of instruction; perceived quality of the administration of the graduate programs; and differential satisfaction of groups of students. Questions were first developed in a pilot study in 1988 and then were combined with questions derived from qualitative interviews with 15 students in the fall semester of that year. Topics generated by an open-ended questionnaire administered to about 100 students in 1989 were added, and the final instrument was administered in the spring semester, 1989 to a random sample of students in the College. The final instrument contained 77 items associated with five major categories: (1) administration (13 items); (2) faculty (17 items); (3) courses and curriculum (19 items); (4) facilities (24 items); and (5) personal concerns (4 items). The final instrument would not be appropriate for use at another institution because of the specific nature of the questions; however, the method of creating the instrument would ensure that concerns of students at the institution were addressed. Appendices contain the open-ended survey and the final survey. (SLD)

ED 314 487 TM 014 396

Guidance and Counseling Personnel and Programs in Nevada.

Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.; Nevada Univ., Reno. Research and Educational Planning Center.

PUB DATE- Aug 89
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counseling Services; Counselor Attitudes; Elementary Secondary Education; Employee Attitudes; Employment Experience; Guidance Objectives; *Guidance Personnel; Guidance Programs; *Personnel Data; Professional Development; Profiles; Program Improvement; Public Schools; Questionnaires; *School Counselors; Surveys; *Time Management
IDENTIFIERS- *Nevada

Data were collected on guidance and counseling programs and guidance personnel in Nevada schools. Questionnaires were mailed to all 309 practicing school counselors in Nevada; the response rate was 72%. Guidance counselors in Nevada were primarily female, Caucasian, and middle-aged. Mean number of years as a counselor was 9 years, and most respondents had previously been classroom teachers. Most junior high school and high school counselors were assigned between 300 and 600 students, while most elementary counselors were assigned over 600 students. Counselors reported spending 40% of their time on "responsive services" (crisis or demand counseling), 17% on individual planning (assessment and career exploration), 15% on the guidance curriculum (classroom and group activities), and 9% on system support (parent and community outreach and professional development). They also reported spending an average 19% of time on non-guidance (clerical and administrative) activities. The opinions and suggestions of respondents revealed an interest in more opportunities for professional development, as well as improvement in job performance areas. Recommendations arising from the study include: (1) an effort to train more counselors, with emphasis on males, minorities, and young candidates; (2) establishment of student to counselor ratios; (3) guidelines for appropriate use of time; (4) more professional development activities; (5) development of evaluative criteria for programs; and (6) provision of guidance counselors in all elementary schools. Eighteen data tables, 10 figures, and the questionnaire are provided. (SLD)

ED 314 502 TM 014 434

Adema, Jos J.

Implementations of the Branch-and-Bound Method for Test Construction Problems. Project Psychometric Aspects of Item Banking No. 46. Research Report 89-6.

Twente Univ., Enschede (Netherlands). Dept. of Education.

PUB DATE- Nov 89
NOTE- 45p.
AVAILABLE FROM- Bibliotheek, Department of Education, University of Twente, P.O. Box 217, 7500 AE Enschede, The Netherlands.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; *Computer Assisted Testing; Computer Software; *Item Banks; Item Response Theory; *Mathematical Models; Search Strategies; *Test Construction; Test Items
IDENTIFIERS- *Branch and Bound Method; *Maximin Model

Item banks, large sets of test items, can be used for the construction of achievement tests. Mathematical programming models have been proposed for the selection of items from an item bank for a test. These models make automated test construction possible. However, to find an optimal or even an approximate optimal solution to a test construction model can be time consuming. This paper shows how test construction models, and in particular the Maximin Model, are solvable by the program MPSX/370 V2. This program offers the user several implementations of the branch-and-bound method, which can be used for solving test construction models. Several implementations are compared. The results show that test construction models are solvable in a practical amount of time if the user applies the options offered by the program in an intelligent way. An appendix describes the Extended Control Language (ECL) computer program. Five data tables and two figures are included. (Author/SLD)

ED 314 540 UD 027 220

Against All Odds: The Achievements of Community-Based Development Organizations.

National Congress for Community Economic Development, Washington, DC.

PUB DATE- Mar 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; Community Organizations; *Community Programs; Economic Development; Job Development; *Low Income Groups; *Neighborhood Improvement; Program Descriptions; Surveys; *Urban Improvement
IDENTIFIERS- *Community Based Organizations; *Low Income Housing

Community-based development organizations (CBDOs) appear to be a major force for the economic and physical rejuvenation of distressed, low-income communities. A CBDO is a private nonprofit group that serves a low-income community or constituency, is governed by a community-based board, and is an ongoing producer, with at least one completed housing, commercial/industrial, or business enterprise project. Statistical data were analyzed from a 1988 survey of 961 CBDOs that focused on the following types of quantifiable accomplishments: (1) housing units completed; (2) non-residential real estate developed; (3) enterprises created; and (4) jobs generated. The following major findings are discussed: (1) CBDOs operate in every state and in virtually every major city and account for many of the current efforts to meet the needs of low-income persons; (2) CBDOs have built more than 125,000 units of housing, over 90 percent for low-income occupants; (3) CBDOs have developed 16.4 million square feet of retail space, offices, industrial parks, and other industrial developments in economically distressed communities; (4) CBDOs have made loans to 2,048 enterprises, have equity investment in 218 ventures, and own and operate 427 businesses; (5) commercial/industrial and business enterprise development activities accounted for the creation and retention of almost 90,000 jobs in the last 5 years; and (6) CBDOs are engaged in numerous activities, including community counseling, advocacy, homeless assistance, and housing counseling, that are critical to the overall process of community-based development. Statistical data are included on a map. A discussion of the research approach is appended. (FMW)

ED 314 323 SO 020 432

Palumbo, Dennis J.
Bucking the Tide: Policy Studies in Political Science, 1978-1988.

PUB DATE- 2 Sep 89
NOTE- 29p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Content Analysis; Interdisciplinary Approach; Literature Reviews; Periodicals; *Policy Formation; *Political Science; *Public Policy; Social Science Research
IDENTIFIERS- *Arizona

Twenty years ago, many leading political scientists advised their colleagues to focus only on the policy-making process and eschew the content of policy because, they argued, the scientific discipline did not have normative standards by which to judge policy contents, and because political scientists could not become experts in the many substantive areas of policy. This paper examines all of the articles published over the past 10 years in the "American Political Science Review," the "American Journal of Political Science," "Polity," the "Western Political Quarterly," and the "Policy Studies Review." It appears that political scientists have followed this 20-year-old advice. When writing about public policy, they focused on the process of policy making, usually during policy formulation, and seldom recommend improved policy content. Political scientists are concerned more with theory, elections, and voting than they are with the outcomes of public policy. A distinctive policy "sciences" or studies approach has been developing outside of political science. This approach is multidisciplinary, problem-oriented, and normative in perspective. However, even though these policy analysts are more likely to study implementation, do evaluations, and are recommended for improving policies, they have not yet developed a unifying conceptual approach or succeeded in integrating normative concerns in their analysis. (Author/JB)

ED 314 338 SO 020 467

Wasser, Henry
Changing Relations between Universities and Research Policy and Industry: Catalyst or Deterrent to Unity of Europe?
PUB DATE- 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Higher Education; *Industry; International Cooperation; International Relations; Policy; *School Business Relationship; *Scientific Research; *Universities
IDENTIFIERS- *Europe

European institutions of higher education must let changing economic conditions play a bigger role in their decisions about what research to emphasize. As costs escalate, constraints on government spending force a shift of funding priorities toward research of more strategic value to industry. There are many ways that universities and industry seek mutually profitable connections. But the growing emphasis on short term industrial requirements may undermine the more basic university functions of general education and increase in fundamental knowledge. It is not yet clear whether the changing relations among universities and industry and government research policies foster a sense of European unity by identifying the commonality of problems and solutions or accentuates disunity by the growth of competition. If competitiveness is among Europe and Japan and the United States, unity will dominate. If, however, it is between bilateral conglomerates within Europe, disunity will result. If there is a rationalized plan of different mixes or differentiated models of pure and applied research and different science and technology curricula are emphasized depending on the strengths of particular universities and on varying contexts and sizes of countries, then that diversity can add up to unity. If universities, regardless of quality, or if nations, regardless of gross national product or population numbers or stage of development, attempt to replicate each other, then disunity will prevail. (JB)

ED 314 433 TM 014 214

Freeman, Eileen E., Ed.
Assessment in the Service of Learning. Proceedings of the ETS Invitational Conference (48th, New York, New York, October 31, 1987).
Educational Testing Service, Princeton, N.J.
REPORT NO.- ISBN-0-88685-070-3
PUB DATE- 88
NOTE- 119p.
AVAILABLE FROM- Educational Testing Service, Invitational Conference Proceedings, Princeton, NJ 08541 ($12.95 if prepaid, $15.95 if not prepaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Classroom Techniques; Cognitive Processes; *Educational Assessment; Educational Environment; Educational Quality; Educational Research; Educational Technology; Educational Testing; Equal Education; *Instruction; *Learning Processes; *Teacher Role; Technical Education; Vocational

Evaluation

Proceedings of a conference on educational assessment are presented. A speech accompanying presentations of the 1987 Educational Testing Service Award for Distinguished Service to Measurement and a list of winners of that annual award from 1970 to 1987 are included. The nine papers provided include: (1) "How Assessment Can Best Serve Teaching and Learning" (Bill Honig); (2) "Progress in Measurement, Cognitive Science, and Technology That Can Change the Relation between Instruction and Assessment" (Richard E. Snow); (3) "Testing in the Service of Learning Science: Learning-Assessment Systems That Promote Educational Excellence and Equality" (Joseph I. Lipson); (4) "Cognitive and Environmental Perspectives on Assessing Achievement" (Robert Glaser); (5) "The Teacher's Role in Using Assessment To Improve Learning" (Robert Calfee and Elfrieda Hiebert); (6) "The Wedding of Instruction and Assessment in the Classroom" (Margaret C. Wang); (7) "The Integration of Instruction and Assessment in Technical Jobs" (Alan Lesgold); (8) "Assessing Technical Expertise in Today's Work Environments" (Sherrie P. Gott); and (9) "A Realist's Appraisal of the Prospects for Unifying Instruction and Assessment" (Nancy S. Cole). (TJH)

ED 314 447 TM 014 258

Daniel, Larry G.
Comparisons of Exploratory and Confirmatory Factor Analysis.
PUB DATE- Nov 89
NOTE- 37p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Factor Analysis; Goodness of Fit; Junior High Schools; *Junior High School Students; Psychological Testing; *Research Methodology; *Statistical Analysis
IDENTIFIERS- *Confirmatory Factor Analysis; *Exploratory Factor Analysis; LISREL Computer Program

Historically, most researchers conducting factor analysis have used exploratory methods. However, more recently, confirmatory factor analytic methods have been developed that can directly test theory either during factor rotation using "best fit" rotation methods or during factor extraction, as with the LISREL computer programs developed by K. G. Joreskog et al. (1986). This study provides a heuristic example that illustrates some comparisons between statistical results obtained using exploratory and confirmatory factor analytic techniques with a data set of scores of 145 junior high school students on 26 psychological tests. The first analysis used exploratory factor extraction of orthogonal principal components followed by confirmatory rotation to determine goodness of fit. The second analysis used confirmatory extraction of five factors based on theoretical expectations. Results indicate that exploratory and confirmatory factor analytic procedures can yield different results. While exploratory methods are an invaluable aid in the initial structuring of behavioral constructs, confirmatory methods serve the researcher in the affirmation or rejection of models derived using theoretical considerations or exploratory factor analytic techniques. Seven tables present the data set. An appendix lists the tests taken by the students, and a second appendix gives the LISREL commands for running the second analysis. A 34-item list of references is included. (SLD)

ED 314 460 TM 014 326

Pike, Gary; Banta, Trudy

Using Construct Validity To Evaluate Assessment Instruments: A Comparison of the ACT-COMP Exam and the ETS Academic Profile.

Tennessee Univ., Knoxville. Center for Assessment Research and Development.

REPORT NO.- RR-89-06

PUB DATE- Mar 89

NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 27-31, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Ability; *Achievement Tests; *College Seniors; Comparative Testing; *Construct Validity; Educational Assessment; *Evaluation Methods; Higher Education; Outcomes of Education; Scores; Standardized Tests; Standards; Test Interpretation; Test Results; Test Validity

IDENTIFIERS- *Academic Profile (ETS); *College Outcome Measures Project; Tennessee Higher Education Commission; Test Appropriateness; University of Tennessee Knoxville

The purpose of this paper is (1) to discuss a set of standards that can be used to evaluate potential assessment instruments; and (2) to use these standards to evaluate the American College Testing Program's College Outcomes Measures Program (ACT-COMP) and the Educational Testing Service (ETS) Academic Profile. Using the work of S. Messick (1975, 1987, 1988) on construct validity, researchers examined the substantive, structural, and external components of use of these tests by the Tennessee Higher Education Commission (THEC) and the University of Tennessee (Knoxville). The COMP was administered to 1,828 seniors, and the Academic Profile was administered to 1,173 seniors. Also, 35 seniors agreed to take both examinations. The Academic Profile was superior in its ability to differentiate accurately among students and programs. Both tests appeared to measure a single underlying construct, and analysis suggests that this construct is academic ability, not program quality. That the THEC defines effective general education in terms of test scores is particularly troubling in light of these findings. It is contended that the THEC guidelines may: (1) unjustifiably limit the substance of general education to a narrow range of learning outcomes; (2) award funds on the basis of differences that are well within the error of measurement for the examinations; and, most importantly (3) evaluate programs on the basis of the students they attract rather than quality of the education those students receive. Eleven tables of comparisons and one figure illustrating Messick's concept of validity are provided. (SLD)

ED 314 515 UD 027 181

Mitchell, George A.
An Evaluation of State-Financed School Integration in Metropolitan
Milwaukee. Volume 2, No. 5.
Wisconsin Policy Research Inst., Milwaukee.
PUB DATE- Jun 89
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Black Students; Busing; *Desegregation Effects; Desegregation Plans; Elementary Secondary Education; *Expenditures; Magnet Schools; *Minority Group Children; *Program Effectiveness; Racial Integration; *School Desegregation; Student Characteristics; Transfer Programs; Urban Schools
IDENTIFIERS- *Milwaukee Public Schools WI

This study reviews the state-financed program of racial integration in metropolitan Milwaukee (Wisconsin) Public Schools. The integration program rested on the basic assumption that with enough time, state financial assistance, and new spending, racial integration would significantly improve academic achievement and close the gap between minority and white academic achievement. This report addresses the cost of the program, the manner in which it has been implemented, and academic results. Section 1 describes the financial investment by Milwaukee Public Schools and State aid programs during the first 12 years of the program (1976-88). Section 2 describes the busing and pupil assignment system within Milwaukee. Section 3 reviews academic achievement in Milwaukee "traditional" and "specialty" schools. Section 4 discusses the city-suburban integration program and academic achievement of transfer students. Section 5 reviews accountability for program cost and results. Section 6 discusses proposed program changes. Fourteen charts, 44 tables, and 11 maps are included. (JS)

ED 314 528 UD 027 204

Hope for the Future: The State Plan for Educating Homeless Children and Youth.

California State Dept. of Education, Sacramento. Office of Compensatory Education.

PUB DATE- 89
NOTE- 58p.; Cover of document will not reproduce well due to light black and white photographs.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Community Organizations; *Disadvantaged Youth; Educational Legislation; Elementary Secondary Education; Federal Legislation; *Homeless People; Information Services; Program Administration; *Program Implementation; Social Services; *State Programs; Student Needs; Student Welfare; Surveys
IDENTIFIERS- *California; *Stewart B McKinney Homeless Assistance Act 1987

This report contains the California state plan for educating homeless children and youth required by the Stewart B. McKinney Homeless Assistance Act of 1987. The plan is designed to raise the level of awareness of schools and school districts to the needs of homeless children and to provide ideas and suggestions for meeting those needs. It is organized into five sections. Section 1 covers development and implementation of the plan at the state level and development and coordination of the plan at the local level. Section 2 covers resolution of disputes about placement at state and local levels. Section 3 covers elimination of barriers to educating homeless children. The following barriers are discussed: (1) residency requirements; (2) immunization requirements; (3) registration requirements; and (4) requirements for school records. Section 4 covers provision of equal access to educational programs and services at the state and local level. Section 5 covers promoting, implementing, and monitoring the plan. Five appendixes contain information that school districts should find helpful as they develop policies and procedures, examine residency requirements, and design strategies for educating homeless children. Appendix A contains the Stewart B. McKinney Act of 1987, Subtitle B, and related definitions. Appendix B contains survey results. Appendix C contains legal information about the residency requirements for homeless children. Appendix D contains three scenarios of the lives of homeless children. Appendix E contains a list of educational programs for homeless children. (JS)

ED 314 309 SO 020 365

Drugs: Education for Prevention. Classroom Materials on Substance Abuse.

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.

PUB DATE- 89

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- *Alcohol Education; Drug Abuse; *Drug Education; *Elementary School Curriculum; Elementary Secondary Education; Health Education; Health Promotion; *Illegal Drug Use; Law Related Education; *Prevention; Resource Materials; *Secondary School Curriculum; Substance Abuse; Videotape Recordings

No problem in society is more pressing than drugs, and in no segment of society is the drug menace more deeply felt than among young people. This pamphlet describes various law-related education (LRE) curricula and resources developed to help schools fight drugs. Law-related education is well suited to deal with the drug menace because it does not stress abstract concepts, but but deals, instead, with the world as it is. The curricula described stress the realities of peer pressure and other factors that drive youngsters to drugs, while showing the consequences of drug use and providing means of resisting drugs and the pressures to use them.

Title, grade level, a short description of the contents, cost, and ordering information are provided for four guides to curriculum, 13 curriculum guides, two teacher education and training resources, 13 videotapes, and two computer software programs. (Author/JB)

ED 314 385 SP 031 820

Zelazek, John R.; And Others
First Year Education Students: Assessment and Support.
PUB DATE- 3 Nov 89
NOTE- 19p.; Paper presented at the Annual Convention of the Missouri State Teachers Association (St. Louis, MO, November 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Counseling; *College Freshmen; Elementary Education; *Field Experience Programs; Higher Education; *Individual Counseling; Observation; *Orientation; Preservice Teacher Education; *Teacher Education Programs

A description is given of an orientation program for freshmen in a college elementary education program. One of the major components of the introductory course is a school field tour. During this activity, students may observe elementary classrooms, and visit with teachers and other school personnel. The tour enables them to see teaching as a reality and may help them to see teaching as chosen career, or to re-evaluate their plans and change their direction. In addition to the field tour, students are assisted in developing a 4-year plan of study. One highly successful feature of the course is one-to-one counseling as well as group counseling. Appended to the paper is a description of how the concept of field work is extended throughout the 4-year program. Excerpts from the freshman guide book are included. (JD)

ED 314 420 SP 031 970

Bays, Claudia T.; Hoge, Carol A.
The New Why Weight To Shape Up? Prevention and Intervention Strategies for Helping the Overweight Child. A Resource Manual and Curriculum.
PUB DATE- 89
NOTE- 252p.
AVAILABLE FROM- Hoge-Bays, P.O. Box 215041, Sacramento, CA 95821 ($27.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Body Weight; Dietetics; *Eating Habits; Elementary Secondary Education; Exercise; Life Style; *Nutrition; *Obesity; *Physical Fitness; *Physical Health

This manual is for use in a school-based program to help overweight students practice eating and exercise behaviors and develop strategies focusing on positive lifestyle choices. The resource guide and curriculum is arranged in three sections: (1) "Get Ready" explains how to use the book; (2) "Get Set" explains the goals for the program and students, gives complete directions for organizing the peer support program, provides tools for assessment of the child at risk, describes the three life area concepts in detail and describes how to use the lesson format of compliments, lesson body, and physical activity; and (3) "Go" includes a sequence of 15 lessons, which build from simple to complex, building on previous information and concepts. The lessons focus on self-esteem, food choices, and physical activity. (JD)

ED 314 324 SO 020 433

Saint-Germain, Michelle A.
Does Their Difference Make a Difference? The Impact of Women on Public Policy in Arizona Legislature.
PUB DATE- 3 Sep 89
NOTE- 15p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Females; Feminism; *Legislators; Longitudinal Studies; *Policy Formation; Political Science; *Public Policy; *State Legislation
IDENTIFIERS- *Arizona

While there has been an increase in the number of women elected to state legislatures, little is known about the impact of gender on state legislation. A longitudinal analysis was conducted of bills proposed by individual legislators in the Arizona State Legislature between 1969 and 1986 to investigate the relationship of gender to public policy output. Women legislators were hypothesized, first, to initiate more bills in traditional women's interest areas than men; second, to initiate more bills on feminist issues than men; and third, to have less success in securing passage for their proposed bills than men. Drawing on Kanter's work in organizations, the proportion of women in the legislature was introduced as a control variable; a minimum of 15 percent was hypothesized to be necessary for women to function effectively in the legislature. Support was found for the first two hypotheses about women legislators' areas of policy specialization, but only after women held more than 15 percent of the legislative seats. The third hypothesis was not supported, but the reasons varied according to the percentage of seats occupied by women. This study suggests that proportional group size may be an important consideration in the evaluation of the impact of gender on public policy. Two statistical tables and a 36-item bibliography are included. (Author/JB)

ED 314 353   SO 020 491

Whitehead, David J.; Halil, Tony
The Test of Economic Literacy: Standardization in the U.K. Research Papers in Economics Education.
London Univ. (England). Inst. of Education.
SPONS. AGENCY- Nuffield Foundation, London (England).
PUB DATE- Nov 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Economics; *Economics Education; Foreign Countries; Secondary Education; *Standardized Tests; *Statistical Analysis; *Testing; Testing Problems; *Test Norms
IDENTIFIERS- *Test of Economic Literacy; *United Kingdom

Tests of achievement in economics have a variety of uses. Their principal role is to evaluate how successful students have been in learning economics on a particular course, either overall or in particular aspects of economics. They may also serve to provide evidence about the efficacy of specific teaching materials and/or strategies. Finally, they may be used as diagnostic instruments to assess the progress and difficulties of individual students. A standardized instrument for use in British schools is not currently available. The United States, on the other hand, has developed such tests for assessing the whole range of students, from primary through to university. This paper describes the process of trying out the U.S.-developed Test of Economic Literacy (TEL) in the United Kingdom in May 1989. The development and norming of this test in the United States is discussed, and reservations are expressed about the use of multiple choice tests in general to measure economic understanding. Finally, the United Kingdom trials are reported, norming data are presented in 12 tables, and some comparisons are drawn with the U.S. data. A 9-item bibliography is included. (JB)

ED 314 368 SP 031 737

Letchworth, George; Everett, Frances
Study Guide and Projects To accompany Good and Brophy's "Educational Psychology, a Realistic Approach," Fourth Edition.
REPORT NO.- ISBN-0-8013-0422-9
PUB DATE- 90
NOTE- 355p.; For related documents, see SP 031 736-738.
AVAILABLE FROM- Addison Wesley Publishing Co., Jacob Way, Reading, MA 01867 ($18.25, Stock #78230).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Advance Organizers; *Educational Psychology; Higher Education; Learning Activities; *Learning Strategies; Preservice Teacher Education; Self Evaluation (Individuals); *Study Skills; *Time Management

The chapters of this study guide for "Educational Psychology: A Realistic Approach" correspond to the chapters of the same number and title as in the textbook. Each chapter is organized into two major sections: "Reviewing the Chapter" and "Mastering the Chapter." The first section prepares the student to read the chapter by providing an overview of the chapter, its purpose, organization, and intent, as well as the major concepts, key terms, and key individuals. This section is helpful in preparing to read the chapter in the text and recalling the chapter later. The second section contains self-tests and application exercises that give the student an opportunity to evaluate progress toward mastery and to apply new knowledge. Suggestions are made on developing study skills and effective management of study time. (JD)

ED 314 402 SP 031 885

Certification Manual. North Carolina Professional School Personnel.

North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Oct 89
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Education; *Administrator Qualifications;

College Faculty; Counselor Qualifications; Elementary Secondary Education; Higher Education; Intellectual Disciplines; *State Standards; *Teacher Certification

This manual explains the policies and procedures which guide the process of certification of teachers, special service personnel, and administrators in North Carolina. Key terminology is defined, regulations are clarified, exceptions to rules are noted as applicable, program areas are described, and appropriate forms for use in the application process are illustrated. There are 10 sections: (1) methods of obtaining certification; (2) initial certification program (IDP); (3) specific needs certificates; (4) methods of maintaining certification; (5) grade level/subject area certification; (6) special service; (7) college/university methods faculty certification; (8) salary and certification; (9) certificate suspension and revocation; and (10) general information. The appendices contain more detailed information on regulations for specific educational responsibilities. (JD)

ED 314 474 TM 014 358

Iowa's Norming Study of the Tests of General Educational Development. Final Report.
Iowa State Dept. of Education, Des Moines.
PUB DATE- 1 Oct 89
NOTE- 89p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Cutting Scores; *Equivalency Tests; *High School Equivalency Programs; High School Graduates; High Schools; High School Seniors; Minimum Competency Testing; Scores; *Standardized Tests; State Programs; Testing Programs; *Test Norms; Test Results
IDENTIFIERS- *General Educational Development Tests; *Iowa Testing Programs

The Iowa Norming Study determined how well graduating high school seniors (N=722) performed on the revised 1988 Tests of General Educational Development (GED), providing the data to describe and evaluate the score requirements for GED Test candidates in terms of the percentage of Iowa high school graduates a GED Test candidate must exceed to obtain the Iowa High School Equivalency Diploma. A second purpose was to evaluate and potentially revise the Iowa minimum score requirements for the Iowa High School Equivalency Diploma. The related Iowa GED Candidate Impact Study determined the impact of different levels for minimum score requirements on the passing rate for GED Test graduates and candidates as a whole and the impact of different passing scores on subgroups of candidates. The studies clearly indicated higher pass rates for GED candidates, considered a direct result of the instructional program offered through Iowa's community colleges, than for high school seniors. The current minimal standard of 35 and 45 could be raised to 40 and 45 without having a significant negative impact on the candidate population. Such a standard would satisfy the 70-72% pass rate criteria of the norm group of seniors. Thirteen tables and six figures give the data for high school seniors and GED Test candidates. (SLD)

ED 314 488 TM 014 397

Howard, Edward H.
The Nevada Proficiency Examination Program: Evaluating the Writing Samples.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

PUB DATE- Dec 86
NOTE- 32p.; Contains 18 brief essays presented in students' handwriting.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Essay Tests; Grade 9; Grade 12; *Graduation Requirements; High Schools; Interrater Reliability; Letters (Correspondence); Paragraph Composition; *Scoring; Screening Tests; *State Programs; *Testing Programs; Test Results; Test Use; Writing (Composition); *Writing Evaluation; Writing Skills
IDENTIFIERS- *Nevada Proficiency Examination Program; *Writing Samples

Writing tests are part of the mandated statewide proficiency examination in Nevada. The ninth-grade screening test and the eleventh-grade diploma-certifying test require that a student write a paragraph and a business letter, each on an assigned topic and each at an acceptable level of proficiency. Pilot tests, extended discussion, and statistical analysis are used in developing the bank of selected topics. The Nevada writing test is administered in October and March. Evaluating the more than 26,000 writing samples is a formidable task, requiring the training of teachers from every school district as scorers. The instructions for the test are included and the arrangements for the test reading and scoring process are described. Each sample is read independently by two readers, with review by table leaders or the head reader as necessary. Papers are scored from four to zero, with any score below "two" unacceptable. Score criteria are defined and sample papers are given for each score category for the paragraph and business letter. It is emphasized that the tests are not intended to be diagnostic, although help in writing is recommended for students who receive a grade lower than "two." (SLD)

ED 314 503 TM 014 435

California Model School Accountability Report Card. Technical Assistance Manual.
California State Dept. of Education, Sacramento.

REPORT NO.- ISBN-0-8011-0827-6
PUB DATE- 89
NOTE- 83p.
AVAILABLE FROM- Bureau of Publications, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.75 plus tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accountability; *Annual Reports; *Boards of Education; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Guides; Outcomes of Education; School Districts; *School Effectiveness; Technical Assistance; *Technical Writing
IDENTIFIERS- *California School Accountability Report

California State Proposition 98 requires the governing boards of California school districts to prepare and issue an annual School Accountability Report Card for each elementary and high school under their jurisdiction, beginning in the school year 1989-90. The report card must assess a minimum of 13 specified conditions. This manual provides technical assistance and examples of what report cards for individual schools might contain and how they might be developed. Guidelines for preparing a model report card are provided in the appendix to this manual. Although it is not limited to these areas, each report card must address the following school conditions: (1) student achievement in and progress toward meeting reading, writing, arithmetic, and other academic goals; (2) progress toward reducing dropout rates; (3) estimated expenditures per student and types of services funded; (4) progress toward reducing class sizes and teaching loads; (5) assignment of teachers outside their subject areas of competence; (6) quality and currency of textbooks and other instructional materials; (7) counseling and support personnel availability; (8) substitute teacher availability; (9) safety, cleanliness, and adequacy of school facilities; (10) adequacy of teacher evaluations and professional improvement opportunities; (11) classroom discipline and climate for learning; (12) teacher and staff training and curriculum improvement programs; and (13) quality of instruction and leadership. (SLD)

The Newest Americans: Report of the American Jewish Committee's Task Force on the Acculturation of Immigrants to American Life.

American Jewish Committee, New York, N.Y.

SPONS. AGENCY- Sanford C. Bernstein and Co. Foundation, Inc.
REPORT NO.- ISBN-0-87495-089-9
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); *Cultural Pluralism; *Economic Factors; Government Role; *Immigrants; *Multicultural Education; Outcomes of Education; Private Agencies; *Social Influences; Social Problems

Large and continuing immigration will create problems for the American social and economic systems. The influx will require significant policy initiatives in both the public and private sectors, but the country is more than capable of solving these problems and, in the process, will receive many benefits. The following problems are discussed: (1) immigrants are entering an already-strained economy; (2) many older Americans fear that immigrants' allegiance to their native language constitutes a threat to national unity; and (3) some taxpayers fear that immigrants consume costly social services in excess of their contributions in taxes. However, a tradition of openness to newcomers and acceptance of a unifying civic authority, and recent political and societal changes, such as increased acceptance of cultural diversity, contribute to the immigrants' speedy and positive acculturation. Immigrants are also assisted by voluntary agencies and government programs, new jobs and opportunities, and the efforts of the educational system to understand and promote pluralism and cultural diversity in both formal education and extracurricular activities. The comments of five members of the American Jewish Committee's Task Force on the Acculturation of Immigrants to American Life and a list of the Task Force's members are appended. (FMW)

ED 314 310 SO 020 366

Levitz, Corinne
Selected Background Readings on Law-Related Education (LRE). Technical Assistance Bulletin No. 2.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.
PUB DATE- 89
NOTE- 6p.
GRANT- S123-A800028
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Citizenship Education; Elementary Secondary Education; *Law Related Education; Publications; Reference Materials; Resource Materials

This annotated bibliography is designed to acquaint the reader with selected publications on the rationale for and history of law-related education (LRE). The focus is primarily on works by people associated with the American Bar Association's Special Committee on Youth Education for Citizenship. These works indicate the range of resources available, and provide a basic understanding of LRE's origins and goals. The bibliography includes American Bar Association publications, journal articles, and books. Source information is provided for the materials included. (JB)

ED 314 339 SO 020 468

Rucks, Doris

Contemporary Development Issues: The Women of Zimbabwe.

PUB DATE- Jun 89

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Change Agents; Change Strategies; *Developing Nations; *Females; Foreign Countries; *Improvement; *Influences; *Quality of Life; Social Change; Social Science Research

IDENTIFIERS- International Womens Year; *Zimbabwe

This preliminary report of a research project in progress briefly outlines Zimbabwe's historical, geographic, and cultural heritage and describes the methodology being used. Traditionally, Zimbabwean women are viewed as inferior and subordinate in a patriarchal society. They perform much of the work but have no political power. This study seeks to learn the extent to which developing countries such as Zimbabwe are actually contributing to the empowerment of women since the United Nations declared International Women's Year (1975) and through what channels this empowerment could be observed and even measured. Also of interest are the dynamics of the development process itself and how the strategies of development projects include, exclude, and affect women. Twenty-nine women and one man in and around Harare, the capital city of Zimbabwe, who were engaged in some development activity with an emphasis on women's issues were interviewed and four groups were identified which serve as the basis of the analysis. Group 1 was composed of the indigenous, rural women who were engaged principally in income generating activities designed to improve their marginal economic status. Group 2 was made up of indigenous, urban women, members of a textile union who met monthly to discuss work-related problems. Group 3 consisted of two women who held the only governmental appointments filled by women. Group 4 was composed of the directors of non-governmental organizations. The ongoing research will attempt to develop evaluative criteria to assess the impact of the four groups on the development of women in Zimbabwe. (JB)

ED 314 516 UD 027 182

Durden, William G.
Wisconsin's Internal Brain Drain: The State's Most Valuable--and Undeveloped--Resource. Wisconsin Policy Research Institute Report, Volume 1, No. 2.
Wisconsin Policy Research Inst., Milwaukee.
PUB DATE- May 88
NOTE- 56p.; For a follow-up report, see UD 027 183.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academically Gifted; *Achievement Tests; College Bound Students; *College Preparation; *Educational Opportunities; High Schools; *High School Students; *Standardized Tests; State Surveys; Talent Development
IDENTIFIERS- American College Testing Program; College Board Achievement Tests; *Wisconsin

Although performance on the Scholastic Aptitude Test (SAT) and the American College Test Program (ACT) indicates that Wisconsin's students are superior to those of other states, a more thorough assessment reveals that the state does not compare well with its neighbors either on the general level of academic preparedness or in efforts to develop the abilities of outstanding students. A study of performance on, and use of, national standardized tests indicates that the state is threatened by an internal "brain drain" that restricts the educational opportunities of Wisconsin students and encourages the most academically talented to leave the state. The following findings are discussed: (1) since relatively few Wisconsin students take the ACT and SAT, it is misleading to compare Wisconsin's seemingly high ranking with states having much broader participation; (2) the testing environment in Wisconsin differs from that of other states because ACT and SAT results are not required for admission to the University of Wisconsin; (3) high school juniors in most other states outperform those from Wisconsin on the Preliminary Scholastic Aptitude Test (PSAT), which is administered under more uniform and comparable conditions and is taken by a high percentage of college-bound juniors; (4) strikingly few Wisconsin high school students take part in the nationally recognized College Board Advanced Placement Program; (5) Wisconsin compares unfavorably with neighboring states in efforts to identify students with exceptional potential and accelerate their coursework, such as the Talent Search program; and (6) significant numbers of the most able Wisconsin students leave the state for higher education elsewhere. Statistical data are included on six graphs. A list of 36 references is appended. (FMW)

ED 314 386 SP 031 822

Weber, Ralph W.
Development of Accreditation Standards for Commercial Recreation Curricula.
PUB DATE- 88
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Business Education; Curriculum Development; Delphi Technique; Evaluation Criteria; *Parks; *Program Evaluation; *Recreational Activities; Standards

This study investigated commercial recreation educator and commercial recreation practitioner preferences for standards to be included in the development of national accreditation standards for commercial recreation curricula. Subjects were 24 commercial recreation educators and 48 commercial recreation practitioners, all randomly selected from membership information of professional organizations. The 40 standards agreed on through a three-round Delphi technique are listed. (JD)

ED 314 369 SP 031 738

Hohn, Robert L.
Instructor's Manual To Accompany Good and Brophy's "Educational Psychology, a Realistic Approach," Fourth Edition.
REPORT NO.- ISBN-0-8013-0423-7
PUB DATE- 90
NOTE- 238p.; For related documents, see SP 031 736-737.
AVAILABLE FROM- Addison Wesley Publishing Co., Jacob Way, Reading, MA 01867 (free with textbook).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Development; *Classroom Techniques; Cognitive Development; Cognitive Style; *Decision Making; *Educational Psychology; Higher Education; Preservice Teacher Education; Student Evaluation; *Student Motivation; *Test Construction

This instructor's manual for "Educational Psychology: A Realistic Approach" is divided into five sections, providing an organized approach to the various materials that can be used to facilitate instruction. Section 1 describes how to use the manual. The second section provides general resources and references. Section 3 is a directory to educational films that are available to enhance the text. In the fourth section, chapter outlines are presented, corresponding to the major headings appearing in each chapter of the text. Included in this section are topics which expand on issues introduced in the text and may be used to highlight certain principles and concepts. The final section provides three parallel, alternative test sets for each chapter. The readings, lecture ideas, student activities, films, and test items compiled in the manual provide a framework for planning, conducting, and evaluating the educational psychology course. (JD)

ED 314 403 SP 031 895

Kraft, Robert E.
An Analysis of Unstructured Play Behavior of Children.
PUB DATE- 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Aerobics; Elementary Secondary Education; *Physical Activities; *Physical Education; *Physical Fitness; *Playground Activities; *Social Behavior

The purpose of this study was to determine the extent of activity and the types of behavior engaged in by children during unstructured play time such as recess periods. A total of 369 children were observed at recess at five elementary schools (K-3). One child at a time was monitored for five minutes. Behavior was classified as active or passive. Active behavior included four categories of play: (1) vigorous; (2) moderate; (3) minimal; and (4) sedentary. Passive behavior was divided into social interaction and independent behavior. Social interaction was comprised of talking with friends and disruptive behavior. Independent behavior consisted of non-purposeful, inactive moments, solitary activities and observing others. Results suggested that the activity patterns during recess and physical education classes are similar. Children do not voluntarily engage in sufficient aerobic activity during recess, nor do physical education programs provide the appropriate activities to adequately promote fitness. Special aerobic programs of adequate duration and intensity are recommended. (JD)

ED 314 421 SP 031 974

Child Health USA'89.

Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.

PUB DATE- 89

NOTE- 51p.; Photographs will not reproduce.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; *Child Health; Dental Health; *Health Services; Infant Mortality; *Infants; *Physical Health

IDENTIFIERS- *Child Health

This booklet is a report of the health status and service needs of America's children. It presents a summary of sentinel health measures reflecting both what has been accomplished and what challenges remain. The first section describes the general population to provide a context for health measures. In the second section, selected health status measures are presented graphically with accompanying text organized according to three age groups--infants, children, and adolescents. In the third section, measures of health services utilization are presented. (JD)

ED 314 434 TM 014 215

Eason, Sandra

Why Generalizability Theory Yields Better Results than Classical Test Theory.

PUB DATE- Nov 89

NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Generalizability Theory; Test Reliability; *Test Theory

IDENTIFIERS- *Classical Test Theory; *Error Analysis (Statistics); Research Results

Generalizability theory provides a technique for accurately estimating the reliability of measurements. The power of this theory is based on the simultaneous analysis of multiple sources of error variances. Equally important, generalizability theory considers relationships among the sources of measurement error. Just as multivariate inferential statistics consider relationships among variables that univariate statistics cannot detect, generalizability theory considers relationships of error measurement that classical theory cannot. An extensive discussion of the concept of reliability and its use in classical test theory and generalizability theory is presented. A comparison of classical test theory and generalizability theory illustrates how generalizability theory subsumes all other reliability estimates as special cases. A hypothetical data set provides examples of when the failure to use generalizability theory can lead to seriously erroneous estimates of test reliability. The framework of generalizability theory incorporates two stages of analysis: (1) a generalizability study; and (2) a decision study. The former analyzes the extent to which results are generalizable to a population, while the latter uses information from the generalizability study to determine other generalizability coefficients for variations of the measurement protocol. Six data tables are provided, and an appendix presents the GENOVA program code used. (TJH)

ED 314 448 TM 014 263

Procell, Regina
Validation of the Mississippi History and Mississippi State and Local Government Curricula.
PUB DATE- Nov 89
NOTE- 33p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Accrediting Agencies; College Faculty; Course Content; *Curriculum Evaluation; *History Instruction; *Local Government; *Program Validation; Public Schools; Questionnaires; Secondary Education; Secondary School Curriculum; Secondary School Teachers; *Social Studies; State Government; *State History
IDENTIFIERS- *Mississippi; Validation Verification and Testing Techniques

The process by which the Mississippi History and Mississippi State and Local Government curricula were validated in the 1988-89 school year is described. The validation effort was part of a state program of review of the entire curriculum. The first validation panel consisted of 10 university professors, who reached consensus on the 35 objectives for the history curriculum and 77 objectives for the state and local government curriculum. A second part of the validation was review by a panel of eight practicing secondary school teachers, who examined the recommendations and changes of the first panel and established the content and format of a questionnaire for the final stage of validation--a review by all regularly certified Mississippi secondary teachers with endorsement in social studies. The questionnaire sent to 980 Mississippi teachers elicited responses from 228 teachers of the government course and 236 teachers of the history course. To become a core skill, an objective had to be rated "desirable" by a minimum of 40% of the respondents. The final government curriculum contained 70 objectives, of which 23 were identified core skills, and the final history curriculum contained 39 objectives, with 9 core skills. The teachers expressed their concerns and interests about the implementation of both curricula. The recommendations and results of this validation will be submitted to the State School Accreditation Committee in fall 1989. Six tables present the study data, and six appendices supplement the text and include a list of the objectives. (SLD)

ED 314 461 TM 014 330

Pike, Gary

The Performance of Black and White Students on the ACT-COMP Exam: An Analysis of Differential Item Functioning Using Samejima's Graded Model. Research Report 89-11.

Tennessee Univ., Knoxville. Center for Assessment Research and Development.

PUB DATE- 89

NOTE- 31p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Students; College Entrance Examinations; *College Students; Comparative Testing; Difficulty Level; Higher Education; *Item Response Theory; Multiple Choice Tests; Objective Tests; *Racial Differences; Standardized Tests; Test Bias; *White Students

IDENTIFIERS- *American College Testing Program; Binary Data Analysis; *Differential Item Performance; Graded Response Model

Responses to American College Test College Outcome Measures Program (ACT-COMP) items by 481 black and 9,237 white students at the University of Tennessee (Knoxville) were analyzed using F. Samejima's graded model to determine the level of differential item functioning (DIF). Students had been tested using Form 8 of the ACT-COMP objective test either as freshmen or as seniors. The test contains 60 multiple-choice items, each of which has two correct answers. The model developed by Samejima (1969) for graded responses, which uses a series of binary models to describe polychotomous data, was used to assess the data. Student response patterns were fitted to the graded model and five items that did not fit the model were dropped. The remaining items were analyzed using threshold parameters and their standard errors to calculate difficulty-shift coefficients. Results indicate that: (1) for 32 of the 55 remaining items, significant instances of DIF are present; (2) instances of DIF are not evenly distributed among the six subscales of the ACT-COMP test; (3) questions designed to assess explanation skills produce higher rates of DIF than do questions designed to assess skills related to identification and description; and (4) activities that rely on blueprints, require interpretation of satire, or use a radio news format to produce high levels of DIF. Four data tables and nine graphs are provided. (TJH)

ED 314 529 UD 027 205

The Labor Shortage--Poverty and Educational Aspects. Hearings on Examining Alternatives Available in Coping with a Projected Labor Shortage in the Future while Facing a Poverty Surplus and Educational Gaps in the Work Force before the Committee on Labor and Human Resources. United States Senate, One Hundred First Congress, First Session (January 26 and 27, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-101-13
PUB DATE- 89
NOTE- 346p.; Frequent reduced-image pages.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Educational Change; *Educational Needs; *Family Financial Resources; Hearings; Job Training; Labor Needs; *Low Income Groups; Poverty; Welfare Recipients; *Welfare Services
IDENTIFIERS- Congress 101st; Working Poor

This document comprises hearings on the poverty and educational aspects of the labor shortage. Twenty witnesses testified, including Secretary of the U.S. Department of Labor Elizabeth Dole, Secretary of the U.S. Department of Education Lauro F. Cavazos, legislators, program administrators, and three working mothers. Testimony included the following information: (1) welfare recipients need remedial education and job training as well as support services to move from dependency to self-sufficiency; (2) the JobPlus program (Minneapolis, Minnesota) is an example of how the private sector can work with social service agencies to provide job readiness training; (3) the minimum wage is not sufficient to support a family; (4) the Employment and Training Choices Program (Massachusetts) provides comprehensive health care, child care, and employment training for welfare recipients; (5) America must build a first-class work force capable of responding to domestic and foreign competition by improving the basic skills of youth and upgrading the skills of those currently working, and the workplace must adapt to the increasing number of women in the work force by providing special employee benefits; (6) emphasis needs to be placed on educating non-college bound youth because the supply of unskilled and uneducated labor is increasing while the demand for unskilled labor is declining; (7) federal education funds should focus on higher expectations, greater access to education, and more accountability in the educational system; (8) federal, state, and local programs should focus on early childhood education, parent involvement, and teacher preparation. The responses of Secretary Dole and Secretary Cavazos to questions from the Committee and a table illustrating the household budget of a working mother are appended. (FMW)

ED 314 311 SO 020 380

Urofsky, Melvin I.; Cox, Nancy
From Confederation to Constitution: 1781-1789.

Virginia State Dept. of Education, Richmond.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 88
NOTE- 73p.
GRANT- 87-CB-CX-0021
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)
DESCRIPTORS- Citizenship Education; *Constitutional History; High Schools; Learning Modules; Lesson Plans; Minicourses; *Primary Sources; State Curriculum Guides; *United States History
IDENTIFIERS- Bill of Rights; Federalist Papers; *United States Constitution; Virginia

Students should achieve a higher level of understanding and appreciation of the evolving nature of the U.S. Constitution and its relevance to contemporary societal issues by studying historical documents from the period of time between the Articles of Confederation and the Constitution. This document begins with a history of that period and of the documents that were generated. A chronology of events from the Annapolis Convention of 1786 through Virginia's ratification of the Bill of Rights in 1791 follows along with a presentation of 27 documents, including: (1) the Articles of Confederation; (2) the Northwest Ordinance; (3) letters written by George Washington and Thomas Jefferson; (4) transcripts of various debates; (5) the Virginia and the New Jersey plans for Union; (6) the Constitution of the United States; (7) some of the papers from "The Federalist"; (8) amendments proposed by Massachusetts and Virginia; and (9) the Bill of Rights. A bibliographical essay suggests 29 items for further reading. An appendix offers high school lesson plans for three of the documents presented: (1) the Virginia plan for Union; (2) debate on executive power; and (3) debate on the judiciary, the veto, and the separation of powers. These plans include a brief pretest quiz, detailed plans for instructor and students, including definition of terms, recommended resources, and techniques for effective individual, small group, and whole class instruction, and essay and objective questions for use in posttesting. The lesson plans are adaptable for use with other documents. (JB)

ED 314 325 SO 020 434

Eddowes, Jeannette Rickner

Role and Status Continuity: A Study of Aging Women in Traditional Samburu Society.

PUB DATE- 88
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Groups; *Aging (Individuals); Developing Nations; Ethnography; *Females; Foreign Countries; Naturalistic Observation; Older Adults; *Role Perception; Social Science Research; *Social Status; Sociocultural Patterns; Traditionalism
IDENTIFIERS- Kenya; Samburu (Tribe)

Gerontocratic is a term that is applied to societies that are governed by older men. This document reports the findings of an ethnographic study that investigated the experience of aging women in a traditional gerontocratic society in Kenya. Tribal women's roles and status were the central themes examined in light of dominant characteristics of Samburu culture. Research revealed women's roles are typically predetermined by traditional expectations. Socially acceptable roles are narrowly defined by cultural norms; consequently, role ambiguity and conflict appear minimal. Wife, mother, and kinswoman emerged as dominant roles of adult life. Establishing and maintaining kin relationships is a life-long process. The nature of these relationships determine the attentiveness and care the very old receive, as they are entirely dependent on kin in the absence of any formal services. At any age, women's status is below that of circumcised males. However, there is a marginal increase in position in the clan as the woman makes a place within the family she raises. Women's roles and status are characterized throughout life by continuity, while men's are characterized by change through an age-grade system. Apparently gender is a greater determinant of these themes than age. Conclusions focus on implications of this study for further research concerning women in gerontocratic societies. (Author/JB)

ED 314 354 SO 020 492

Duncan, Patricia L.

The "Louisiana Architecture Curriculum." A Briefing Document Prepared for Leslie P. Tassin, State Historic Preservation Officer.

Louisiana State Div. of Historic Preservation, Baton Rouge.
PUB DATE- 8 Nov 89
NOTE- 33p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Architectural Character; *Architecture; Building Design; *Cooperative Planning; Grade 8; Social Studies; State Curriculum Guides; State History
IDENTIFIERS- Built Environments; *Heritage Education; *Louisiana

The Louisiana Department of Education produces two curriculum guides for use in teaching Louisiana Studies at the eighth grade level. Very little information on Louisiana architecture is included. The Division of Historic Preservation proposed and obtained funds for a cooperative project between themselves and the Department of Education that would add information on Louisiana architecture to that curriculum. The new curriculum was developed during the summer of 1989 and pilot tested during the 1989-1990 school year. Problems encountered will be corrected in the summer of 1990, and the new curriculum will be implemented statewide in the 1990-1991 academic year. The architectural content added to the curriculum covers these areas: (1) the French Creole heritage; (2) plantation life; (3) pioneer settlement; (4) the Victorian era; (5) the coming of mechanization; (6) the new century; and (7) preservation. Information on social history and lifestyle was included whenever possible. This document contains information on the planning, development, funding, and implementation of this project. There is a section on the problems encountered, and recommendations are made for eliminating those problems in future projects of this type. The final section offers 10 strategies for success. The appendix contains the project budget, an eight-item bibliography, and sample pages from the new curriculum guide, including an illustrated vocabulary list and line drawings of various architectural styles. (JB)

ED 314 387 SP 031 825

Mc Whinnie, Harold J.
Hoyt Sherman, Adelbert Aims, Jr. & Betty Edwards on Drawing and Seeing.
PUB DATE- 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Brain Hemisphere Functions; Cognitive Development; *Color; Fine Arts; Higher Education; *Perceptual Development; Psychological Patterns; *Teaching Methods; *Visual Arts; *Visual Perception

This paper discusses and review the ideas of Hoyt L. Sherman who taught art and visual perception at the Ohio State University. It explores some of the psychological sources for his work and ideas about the teaching of drawing by seeing which relates to the work and ideas of Adelbert Ames, Jr. The article traces the influences of both Ames and Sherman on art and design education in this country. It compares Sherman's methods with those of Betty Edwards and Mona Brookes in the teaching of drawing as a cognitive skill. The article concludes with some thoughts about Sherman's ideas as an early forerunner of current thinking in computer art, electronic music, and the nature of the telematic culture. (Author)

ED 314 475 TM 014 362

Salzman, Stephanie A.
The PPST and NTE as Predictors of Student Teacher Performance.
SPONS. AGENCY- Idaho State Univ., Pocatello.; Pocatello School District 25, Idaho.
PUB DATE- Oct 89
NOTE- 35p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 5-7, 1989).
GRANT- 625
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires,

Evaluation Instruments (160)
DESCRIPTORS- Classroom Techniques; *College Students; Comparative Testing; Education Majors; Evaluation Methods; Higher Education; *Performance Factors; *Predictive Measurement; *Student Teachers; Teacher Certification; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- *National Teacher Examinations; *Pre Professional Skills Tests; Teacher Performance Assessment Instruments

The Pre-Professional Skills Test (PPST) and the National Teacher Examinations (NTE) were examined as predictors of student classroom performance as measured by three instruments from the "Teacher Performance Assessment Instruments" (TPAIs) of W. Capie et al. (1979). Subjects were 305 teacher education students taking the student teaching practicum in 1988 and 1989 at Idaho State University. Most (n=247) were college seniors; 31 were graduate students. The three TPAIs instruments used were: (1) the Teaching Plans and Materials instrument; (2) the Classroom Procedures instrument; and (3) the Interpersonal Skills instrument. Subjects took the PPST as a requirement for admission to the teacher education program and took the NTE in their final year of teacher preparation. Twenty-four raters used the TPAIs instruments to evaluate the students. The PPST and the NTE were found to be weak predictors of actual classroom performance of student teachers, based on the TPAIs results. These tests may be measures of subject-matter knowledge but did not reveal how teacher education students would perform in the classroom and did not appear to be appropriate competency measures for teacher certification. Appendix A contains the summary data sheets for the TPAIs instruments, and Appendix B is the coding sheet for student performance. Three tables summarize the analyses. (SLD)

ED 314 489 TM 014 399

Vergiels, John M.; Snow, Mary B.
A Survey of Social Studies Teachers in Nevada.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.

PUB DATE- Aug 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum; Professional Development; Profiles; Questionnaires; Secondary Education; *Secondary School Teachers; *Social Studies; Surveys; Teacher Attitudes; *Teacher Characteristics; Teacher Qualifications; Teaching Experience
IDENTIFIERS- *Nevada; *Teacher Surveys

Data on the type and quality of preparation, types of licenses and endorsements held, and current teaching situation of teachers have not regularly been collected in Nevada. This study represents an effort to develop a profile of social studies teachers in Nevada. All 586 secondary school social studies teachers in Nevada received the study questionnaire, developed by a panel of experienced teachers and coordinators. The final overall response rate was 80% (N=469). Most social studies teachers (67%) received their training out-of-state; 65% held at least one major in social studies and 57% had master's degrees, although three-quarters of these were in areas other than social studies. Most social studies teachers (76%) were located in urban schools, and 49% worked in senior high schools. Almost half (48%) taught five or more classes, but 25% taught only one or two social studies classes. Class sizes of over 30 were taught by 45% of the teachers. Almost 25% of these teachers had never participated in any social studies-related professional activities. Nineteen percent had engaged in only one such activity. The diverse backgrounds and comparative lack of participation in professional activities suggest that the Nevada State Department of Education should provide more coordinated services for social studies teacher development. Appendix A contains the survey questionnaire, and appendix B provides graphs of the types of classes taught. Six tables containing data from the survey and 12 figures are provided. (SLD)

ED 314 504 TM 014 436

Coordinated Compliance Monitoring Review Manual, 1989-90.

California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0823-3
PUB DATE- 89
NOTE- 408p.; Original printed on multi-colored paper.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.75 plus tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Adult Education; *Categorical Aid; *Compliance (Legal); Educational Finance; Elementary Secondary Education; Legal Responsibility; Migrant Education; Public Schools; *School Districts; *Special Education; Special Programs; *State Programs; Vocational Education
IDENTIFIERS- *California State Department of Education; *Monitoring

In 1983 the California State Department of Education (CSDE) began to develop a coordinated compliance monitoring review process to simplify and coordinate the legally required compliance monitoring of specially funded programs while maintaining the commitment to students with special needs. A new 3-year cycle of coordinated compliance reviews for local educational agencies (LEAs) was begun in 1987-88. This manual reasserts the goals of the coordinated compliance review process as: decreasing monitoring visits by the CSDE; reducing duplication of efforts; increasing local responsibility; ensuring that categorically funded students are provided with the district's core curriculum; and providing technical and management assistance to the LEAs in preventing and resolving non-compliance problems. These goals are to be accomplished by monitoring: (1) specially funded educational programs; (2) school-based coordinated programs; (3) student motivation and maintenance programs; (4) child development programs; (5) consolidated programs; (6) migrant education; (7) special education; (8) vocational education; and (9) adult education. This manual provides the LEA self-review, the state validation review, and the review instruments with their instructions. (SLD)

ED 314 542 UD 027 222

Educating the Newest Americans: Report of the Task Force on New Immigrants and American Education.

American Jewish Committee, New York, N.Y.; Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS. AGENCY- Sanford C. Bernstein and Co. Foundation, Inc.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; *Adult Education; Cultural Differences; Economic Factors; Elementary Secondary Education; *Immigrants; *Multicultural Education; Role of Education; School Demography; *Student Needs

American education will be challenged over the next decades by a flow of increasingly diverse immigrants from all over the world and a workplace that will require a technologically sophisticated labor force. The response of the educational system to the new immigrants will have important consequences for society. Current immigrants do not have the same opportunity as their predecessors, during the great period of immigration from 1880 to 1920, to establish themselves by means of unskilled or semiskilled labor. Further, as American society becomes more culturally pluralistic, greater knowledge of people of other backgrounds becomes increasingly necessary for social adaptation. The following assumptions must form the basis for improving education for immigrants: (1) immigrant children are an asset to the schools and the country; (2) schools must develop closer ties to immigrant parents and community groups; (3) adult education is critical for immigrants and must be considered along with the needs of younger students; (4) ethnically sensitive training for all members of the educational system is critical; and (5) at the same time that schools respond to immigrants, they must strive to improve educational opportunities for blacks and other minorities, remain sensitive to the needs of all students, and enhance general educational performance. The comments of five members of the American Jewish Committee Task Force on New Immigrants and American Education and a list of the Task Force's members are appended. (FMW)

ED 314 340 SO 020 469

Maslow, R., Ed.; Kirchgaessner, R., Ed.
Law Related Education.
Association of Teachers of Social Studies, New York, N.Y.; United Federation of Teachers, New York, N.Y.
PUB DATE- 89
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Citizenship Education; Community Involvement; Elementary School Curriculum; Elementary Secondary Education; Field Experience Programs; *Field Trips; Human Resources; *Law Related Education; Resource Materials; *School Community Programs; Secondary School Curriculum; *State Programs; *Urban Education
IDENTIFIERS- Mock Trials

This journal edition focuses upon the many resources for teachers to draw upon in order to infuse law-related education (LRE) into their classrooms. Isidore Starr explains the reasons behind the LRE movement, while Mabel McKinney-Browning describes the existing American Bar Association's programs in LRE. Judith Zimmer covers the Street Law program. A sample lesson is included at the end of the article. John Hale writes about the Law in a Free Society program and the National Bicentennial competition. Todd Clark explains the programs developed by the Constitutional Rights Foundation. Carolyn Pereira offers reasons for including LRE in the curriculum, and discusses the characteristics of effective LRE programs. Eric Mondschein explains the Law, Youth and Citizenship program of the New York State Bar Association and the New York State Education Department. Thomas O'Donnell offers details of an effective LRE program, project PATCH, in the Northport (NY) School District. Harriet Bunin's article discusses LRE in New York City. Robert Maslow and Stuart Zimmer describe a typical New York City high school law program. Marvin Underweiser and Michelle Davis share a list of interesting and exciting law-related trips in the New York City area. The issue concludes with a bibliography of resources for teachers and students including books, audio-visual materials, and bibliographical references. (JB)

ED 314 404 SP 031 899

Kelley, Dennie R.; And Others

A Research Based Sport Management Curricular Model: Undergraduate and Graduate Programs.

PUB DATE- 5 Nov 89
NOTE- 40p.; Paper presented at the International Sports Business Conference (Columbia, SC, November 5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Education; *Athletics; Business Administration; College Athletics; *Core Curriculum; *Curriculum Development; Higher Education; *Managerial Occupations; Physical Education; Program Development
IDENTIFIERS- *Sport Management

This paper brings to closure a series of evaluation/action research studies on needs assessment by: (1) sport management personnel in sport business/agencies; (2) faculty in charge of curriculum in all known undergraduate and graduate sport management programs in higher education; and (3) undergraduate and graduate majors in sport management from selected universities. A curricular model, developed from the framework suggested by the studies, is designed for undergraduate and graduate programs in sports management. This covers any combination of skills related to planning, organizing, directing, controlling, budgeting, leading, and evaluating within the context of an organization or department whose primary product or service is related to sport and/or physical activity. The curriculum is organized in major clusters of sport management: (1) sport for leisure/recreation; (2) sport programs for non-profit agencies; (3) sport and athletics, e.g., college/university athletics; (4) sport for hostelries and travel; and (5) sport marketing and sales. (JD)

ED 314 422 SP 031 985

Office of Maternal and Child Health Active Projects FY 1989. An Annotated Listing.

National Center for Education in Maternal and Child Health, Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 89
NOTE- 223p.
GRANT- MCJ-111006
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accident Prevention; Adolescents; Health Needs; *Health Programs; *Health Promotion; *Health Services; Infants; Mothers; *Prevention; Program Development; *Special Health Problems

An annotated listing is presented of projects offering maternal and child health care services. These projects, referred to as special projects of regional and national significance (SPRANS), are supported by the Office of Maternal and Child Health of the Department of Health and Human Services. The first section provides information on services for prenatal care, risk reduction in pregnancy, and systems development for perinatal services. Infant health is covered in the second section; information is presented on reducing mortality and morbidity, screening for genetic disorders, breastfeeding, and parenting. Programs providing services on child health are listed in the third section. These include primary care and prevention, emergency medical services, accident prevention, and grief and hospice care. Children with special health needs are covered in section four. Entries include listings of projects dealing with early childhood intervention, family-community comprehensive services, chronic and disabling illness, the technology dependent and medically fragile, Cooley's anemia, thalassemia, and hemophilia/AIDS. The section on adolescent health focuses on preventive health services, violence/injury prevention, and youth in transition. General program concerns are covered in the final chapter. (JD)

ED 314 517 UD 027 183

Durden, William G.
Wisconsin's Shrinking Educational Advantage: The Internal "Brain Drain" Reexamined. Wisconsin Policy Research Institute Report, Volume 2, No. 6.
Wisconsin Policy Research Inst., Milwaukee.
PUB DATE- Oct 89
NOTE- 44p.; For the 1988 report, see UD 027 182.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academically Gifted; *Achievement Tests; *Advanced Placement Programs; College Bound Students; *College Preparation; Followup Studies; High Schools; Secondary Education; *Standardized Tests; State Surveys; Talent Development
IDENTIFIERS- American College Testing Program; College Board Achievement Tests; *Wisconsin

A one-year follow-up study of a 1988 report on Wisconsin's internal "brain drain" indicates that the state's historic educational advantage is shrinking. Assessment of performance on the American College Testing Program (ACT), the Preliminary Scholastic Aptitude Test (PSAT), and the Scholastic Aptitude Test (SAT) reveals that scores are declining and approaching the national average. Wisconsin does not compare well with neighboring states in general academic preparation nor in opportunities for academically talented students. The following findings are discussed: (1) since few Wisconsin students take the ACT and SAT, it is misleading to compare Wisconsin's seemingly high ranking with states having much broader participation; (2) high school juniors in other states outperform those from Wisconsin on the PSAT, which is administered under uniform and comparable conditions and is taken by a high proportion of juniors; (3) Wisconsin's historically high scores on the ACT, PSAT, and SAT are declining; (4) surveys indicate a decline in citizen confidence in the state's public precollegiate education; (5) participation in the College Board Advanced Placement Program has increased greatly, but the percentage of students who took at least one examination decreased dramatically; (6) participation in the Midwest Talent Search has increased dramatically but a large gap remains between Wisconsin and several other midwestern states; and (7) significant numbers of the state's most able high school graduates are not targeted for recruitment by the state's public institutions of higher education, nor are they at an advantage for college admission nationally. Statistical data are included on 12 graphs. Two illustrations of a model of an integrated gifted education program are also included. A list of 18 references is appended. (FMW)

ED 314 370 SP 031 748

Bruner, Eric V.

Integration of Risk Management Techniques into Outdoor Adventure Program Design.

PUB DATE- 86

NOTE- 13p.; Paper presented at the National Conference on Outdoor Recreation (Davis, CA, November 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administration; Adventure Education; *Decision Making; *Legal Responsibility; *Outdoor Activities; Program Development; *Risk; *Safety

IDENTIFIERS- *Risk Management

This paper is designed to acquaint the outdoor professional with the risk management decision making process required for the operation and management of outdoor adventure activities. The document examines the programming implications of fear in adventure activities; the risk management process in adventure programming; a definition of an acceptable risk; the difficulty in making risk decisions; and the decision making evaluation process. In conclusion, the paper calls for the need for acceptable risk decisions to be integrated directly into curriculum design. (Author/JD)

ED 314 388 SP 031 829

Smith, Pheny Zhou; Smith, Harold A.
The Educational Philosophies of John Dewey and Confucius: A Comparison.
PUB DATE- 9 Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (18th, Little Rock, AK, November 9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Confucianism; *Democracy; *Ethical Instruction; Foreign Countries; Individual Instruction; Moral Values; Non Western Civilization; *Teaching Methods; Values Clarification
IDENTIFIERS- *Confucius; *Dewey (John)

A comparison is made between the educational philosophies of Confucius and John Dewey. The comparison is limited to four aspects of education: democracy, instruction, learning, and scientific attitude. Confucianism emphasizes the necessity of self-examination, of the cultivation of virtue, and of education as the means of producing the kind of gentlemen who would be the most qualified governors of their states. Pragmatism, on the other hand, attempts to apply the methods of science to philosophy and lays its foundation on the principle that the meaning and truth of an idea are determined by the idea's effects in practice and on conduct. The paper notes some of the similarities between Confucianism and pragmatism. (JD)

ED 314 355 SO 020 494

Mason, Andrew; And Others
Population Growth and Economic Development: Lessons from Selected Asian Countries. Policy Development Studies, Number 10.
United Nations Fund for Population Activities, New York, N.Y.
PUB DATE- 86
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Birth Rate; Economic Change; *Economic Development; *Economic Progress; Foreign Countries; Living Standards; *Policy Formation; *Population Trends; Social Change; Social Science Research
IDENTIFIERS- Indonesia; Japan; Korea; Thailand

The major findings of a research project on the relationship between population growth and economic development are summarized in this monograph. The study compares recent demographic and economic trends in Japan, Korea, Thailand, and Indonesia to worldwide experience as described by an econometric model of population and development. The study presents evidence that, by reducing their rates of childbearing, the four countries studied have been able to achieve higher material standards of living. Fertility reduction is shown to result in greater expenditures on education, leading to a more productive labor force, higher rates of saving and investment, and populations with greater numbers of people of working age. Contrary to common belief, additional population growth generated by reduced mortality does not appear to reduce standards of living or lower rates of growth of per capita income appreciably. Other issues addressed include: (1) the extent to which declining fertility is an automatic feature of economic development, as opposed to a consequence of population policy and other non-development factors; (2) the importance of investment in population quality as a means of achieving higher rates of economic growth; and (3) the reasons for high life expectancies among East Asian populations. Twenty-four tables and 17 figures present the findings graphically. A 114-item bibliography is included. (JB)

ED 314 435 TM 014 223

Rakow, Ernest A.; McSparrin, Brenda
Internal Consistency among Scores in the Tennessee Career Ladder Program as Measured by Effect Size.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; *Classification; Classroom Observation Techniques; *Effect Size; Elementary Secondary Education; Peer Evaluation; Principals; *Reliability; State Programs; Student Evaluation of Teacher Performance; *Teacher Evaluation; Vertical Organization
IDENTIFIERS- *Internal Consistency; *Tennessee Career Ladder Program

The purpose of this paper is to discuss a procedure for determining the degree of relationship of the many scores in the Tennessee Career Ladder Program to the final classification based upon this system. The program, now in its sixth year of implementation, places over 40,000 teachers and educational administrators within a career ladder hierarchy. Sources of information pertinent to the evaluation include teacher, principal, student, and peer evaluations. Data from data collection instruments, including classroom observation and interviews, account for 75% of a candidate's total score, while a consensus reached by evaluators accounts for the remaining 25%. The sample for this analysis of the program consists of all general education teachers evaluated for upper level positions on the ladder during the 1988-89 academic year. Sixty-six scores are calculated in this system. It appears that effect size can be used to indicate the degree to which scores in a complex personnel evaluation system differentiate among the levels earned. The use of a modified level in which that data were excluded from the classification scheme reduced the magnitude of the effect sizes while generally keeping different scores in approximately the same relative order. Four data tables and three bar graphs are provided. (TJH)

ED 314 449 TM 014 264

Giroir, Mary M.; Davidson, Betty M.

Ways of Estimating the Probability That Results Will Replicate.

PUB DATE- 9 Nov 89

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 8-10, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Estimation (Mathematics); *Generalizability Theory; Hypothesis Testing; Probability; Research Design; Sample Size; *Sampling; Scientific Methodology; *Statistical Significance

IDENTIFIERS- Bootstrap Hypothesis; *Cross Validation; Jackknifing Technique; *Research Replication; Research Results

Replication is important to viable scientific inquiry; results that will not replicate or generalize are of very limited value. Statistical significance enables the researcher to reject or not reject the null hypothesis according to the sample results obtained, but statistical significance does not indicate the probability that results will be replicated. Three techniques for evaluating the sampling specificity of results are described: (1) the jackknife technique of J. W. Tukey (1969); (2) the bootstrap technique of Efron, described by P. Diaconis and E. Bradley (1983); and (3) cross-validation methods described by B. Thompson (1989). A small data set developed by B. Thompson in 1979 is used to demonstrate the cross-validation procedure in detail. These three procedures allow the researcher to examine the replicability and generalizability of results and should be used frequently. Two tables present the study results, and an appendix gives examples of commands for the Statistical Analysis System computer package used for the cross-validation example. (SLD)

ED 314 462 TM 014 332

Kennedy, Robert; Buckner, John

The Arkansas MPT, MAT6, and the New Standards: What 100 Teachers Think.

PUB DATE- Oct 89

NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (San Francisco, CA, October 19-21, 1989).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Standards; *Achievement Tests; Elementary Education; *Elementary School Teachers; Minimum Competency Testing; School Districts; *Standardized Tests; State Curriculum Guides; *State Standards; *Teacher Attitudes; Teaching Load; Test Coaching

IDENTIFIERS- Arkansas; *Metropolitan Achievement Tests; *Minimum Performance Test; Quality Education Act 1983

The Minimum Performance Test (MPT), Metropolitan Achievement Test, Sixth Edition (MAT6), and the new standards required by the 1983 Quality Education Act and their impact on teachers in Arkansas were assessed. A sample of 103 elementary school teachers from 39 school districts indicated that the tests and standards generally met with favorable reception. Some of the teachers commented that they found the tests useful for diagnostics and comparisons, while others observed that the tests encouraged teachers to teach to the specific objectives included on the test. Teachers were divided as to the usefulness of state curriculum guides. Several teachers noted that the guides were needed, especially to ensure curricular consistency among districts, although they involved increased paperwork. The impact in the classroom from the tests and guides has been an effort to teach to or better prepare students for the test and emphasize standardized testing techniques. The primary flaw in the new standards is a lack of adequate funding to ensure their full implementation. Some other problems listed were related to the lack of uniformity in implementation by districts. Some teachers felt that the standards were not well thought out or were so vague that interpretation was difficult. Despite the problems, several teachers stated that the standards were needed or long overdue. The 15 Likert-scale questions administered to the teachers are listed. (TJH)

ED 314 476 TM 014 363

Packard, Richard D.; Dereshiwsky, Mary I.
Case Study Research: A Model for Single-Setting, Embedded, Focus-Group Interview Design & Analysis Procedures. Assessment and Evaluation of an Educational Reform Program in a Rural Arizona School District.
SPONS. AGENCY- Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 9 Jun 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Career Ladders; *Case Studies; Educational Change; Educational Research; Elementary Secondary Education; Evaluation Methods; *Interviews; Labor Force Development; Parent Attitudes; Program Development; *Program Implementation; *Research Methodology; School Districts; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Arizona; *Focus Groups Approach

The focus-group interview format was used to investigate the implementation of the Career Ladders teacher-incentive program in a rural school district in Arizona. Two interviews were planned for each of the following groups: (1) school board members; (2) Career Ladders steering committee; (3) administrators; (4) central office staff; (5) parents; (6) Career Ladder teachers; and (7) non-Career Ladder teachers. Despite the diversity of the seven focus groups, their comments yielded some common themes about the Career Ladder program. The most dominant was a perceived overall lack of district readiness to adopt a program of the scope and magnitude of the Career Ladder program and a lack of needed organization. Related to this finding was the expressed need for an agreed-on curriculum. A separate focus group for the Career Ladders Pilot District Network served as a check on the internal validity of the conceptual structure being piloted in the district, and it defined concerns about program implementation. This group was far more positive in its evaluation of the developing Career Ladders program than were the school district focus groups. Follow-up interviews were conducted with five of the seven focus groups (parents and central staff could not be rescheduled). The focus group format is a powerful tool for validation of the theoretical model for program development by giving all groups a chance to express themselves. (SLD)

Carpenter, John
1988 Needs Assessment: The Opinions of Nevada Citizens about Their Public Schools.
Survey Research Systems, Carson City, NV.
SPONS. AGENCY- Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Jul 88
NOTE- 33p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; Curriculum Evaluation; Educational Facilities Improvement; Educational Finance; *Educational Quality; Elementary Secondary Education; *Needs Assessment; Program Effectiveness; *Public Opinion; Public Schools; *Questionnaires; *School Attitudes; School Community Relationship; School Effectiveness; School Funds; Surveys
IDENTIFIERS- *Nevada

The results are presented of the second biannual survey of the opinions of the citizens of Nevada about their schools to provide educators and policy makers with information about public concerns. This survey allows for comparison with the views expressed in 1986. A stratified random sample, based on school district population, was selected. Interviews were obtained from 848 Nevada citizens. Demographic information obtained is included. Opinions were solicited about: (1) the quality of public education; (2) curriculum; (3) students; (4) school program characteristics, such as length of school year; (5) school personnel; and (6) funding sources. Most Nevadans still graded their schools average or better, but the overall grade from the public was "C." Nevadans continued to believe that the quality of occupational education needed improvement and that the handicapped and the academically talented deserved more attention. Curriculum concerns included an increased interest in sex education and AIDS education. Teacher salaries were regarded as too low, and a large majority felt that schools were underfunded. Preferences were expressed about acceptable tax sources of revenue. Results should prove useful in shaping responsive educational policy for Nevada. Responses to the 43 questions administered to the respondents are detailed. Eleven bar graphs are provided. (SLD)

ED 314 312 SO 020 382

Kerr, Myrtle; Cookston, James S.
A Resource Guide for Celebrating the Statue of Liberty and Ellis Island, 1986. Bulletin 1783.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiovisual Aids; Elementary Secondary Education; Fiction; *Immigrants; Library Materials; Nonfiction; Resource Materials
IDENTIFIERS- *Ellis Island; *Statue of Liberty

Compiled to help celebrate the 100th anniversary of the Statue of Liberty, this selection of books, periodicals, audiovisuals, and other educational resources was intended to help stimulate discussion, promote projects, and create awareness of the Statue of Liberty Centennial. Listed are 24 books, 18 magazine articles, and 3 films about the Statue of Liberty; 39 books and 4 audiovisuals about Ellis Island and immigration; and other resources including institutions, other audiovisuals, and Louisiana State Department of Education resources. The poem by Emma Lazarus that is inscribed on a plaque attached to the pedestal of the statue and some interesting facts about the Statue of Liberty, (it weighs as much as a herd of 45 full-grown elephants, or 225 tons) are included. (JB)

ED 314 326 SO 020 435

Boles, Janet K.

Advancing the Women's Agenda within Bureaucracies: Services for Rape Victims.

SPONS. AGENCY- American Political Science Association, Washington, D.C.; Rutgers, The State Univ., New Brunswick, NJ. Eagleton Inst. of Politics.
PUB DATE- 3 Sep 89

NOTE- 26p.; Paper presented at the Annual Meeting of the American Political Science Association (85th, Atlanta, GA, August 31-September 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bureaucracy; Change Agents; *Community Services; Females; *Feminism; Organizational Change; Organizations (Groups); Policy Formation; Rape; *Urban Programs; *Victims of Crime
IDENTIFIERS- *Special Interest Groups

Those studying the distribution of urban services have generally concluded that services are distributed according to bureaucratic decision rules based on professional and bureaucratic norms such as need, efficiency, economy, equity, and convenience. Interest groups and elected officials may play a central role in effecting changes in bureaucratic decision rules for service delivery, as well as in the adoption of new city services and nonincremental changes in existing services. Therefore, in seeking to advance the feminist agenda on the local level, women's rights groups have worked primarily through bureaucracies, not executives or legislatures. Local women's rights groups have presented their demands in a manner consistent with professional and bureaucratic norms, and also have worked through policy networks to transform local bureaucracies. This paper examines the process by which the women's agenda for the treatment of rape victims has led to significant change within bureaucracies organized around social welfare, criminal justice, and health care. The study focuses upon a set of urban services that have well-defined constituencies and clientele groups and moves beyond a concern with service delivery to examine redesign decisions via basic changes in the professional norms surrounding these services. It utilizes a model of the policy process based on interest group theory, the concept of a policy network, and explanations of bureaucratic change. Four tables and a 39-item bibliography of references are included. (Author/JB)

ED 314 371 SP 031 754

AIDS Education Curriculum Guide, Grades 7-10. Bulletin 1827, 1988.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 88
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; *Health Education; Public Health; Secondary Education; *Sex Education

This curriculum guide on acquired immune deficiency syndrome (AIDS) was developed for students at the junior high school level. There are five major sections: (1) introduction, an overview of AIDS; (2) an overview of the history of AIDS; (3) basic immunology; (4) the effects of AIDS on the host; and (5) prevention of AIDS. The appendices include AIDS pre- and post-tests and guidelines for the instruction of sex education in Louisiana. A bibliography and references are included as well as a glossary and suggested resources. (JD)

ED 314 405 SP 031 907

Cohen, Greta L., Ed.
Sports Psychology and the Coach.
PUB DATE- 88
NOTE- 72p.
AVAILABLE FROM- Institute for International Sport, 306 Adams Hall, The University of Rhode Island, Kingston, RI 02881 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Coaches; *Black Attitudes; Job Satisfaction; *Performance Factors; *Sport Psychology; *Stress Variables; *Womens Athletics

This monograph documents the speeches presented at the 1988 Symposium on Sports Psychology and the Coach. Presentations ranged from empirical research studies to anecdotal methodologies for coping with problems of anxiety. The following presentations are included: (1) "The Coach as Psychologist: When and How" (Robert Rotella); (2) "Psychology for Superior Performance" (Dorothy V. Harris); (3) "Consistency in Athletic Performance: The Coaches Role" (Kenneth Ravizza); (4) "The Female Athlete" (Mimi Murray); (5) "What Black Athletes Want in a Coach" (Courtland Lee); (6) "The Burdened Coach: Occupational and Family Stress" (Peter Maynard); and (7) "Reinforcing Performance and Self-Esteem in Athletes" (Robert J. Sonstroem). (JD)

Abbed, Nejla
Two-Year Comparison of Transfer and Native Student Academic Performance: University of Illinois at Urbana-Champaign, Fall 1986 Group.
40p. 1mf. L1 ED 314 137

Abelmann, Jeryl
Elementary. Focus on Fine Arts.
59p. 1mf. L2 ED 314 352

Abidin, Richard R.
Determinants of Parenting: What Variables Do We Need To Look At?
29p. 1mf. L1 ED 314 190

Achilles, C. M.
Challenging Narcissus, or Reflecting on Reflecting.
18p. 1mf. L1 ED 313 774

Ackerman, Susan P.
Evaluation of the 1988 Freshman Summer Program and Transfer Summer Program, Phase I.
247p. 3mf. L1 ED 314 424
Evaluation of the 1988 Freshman Summer Program and Transfer Summer Program, Phase II.
61p. 1mf. L1 ED 314 425

Acosta, R. Vivian
Women in Intercollegiate Sport. A Longitudinal Study--Eleven Year Update 1977-1988.
11p. 1mf. L1 ED 314 381

Adams-Gaston, Javaune
Predicting the Academic Success of Student-Athletes Using SAT and Noncognitive Variables. Research Report #20-89.
20p. 1mf. L1 ED 314 501

Adams-Nepote, Sue
Substance Abuse Programs: Success through Ownership.
7p. 1mf. L1 ED 313 809

Adams, Carole
Beginning Language Students Can Write: Integrating the Language Experience Chart and Process Writing.
111p. 2mf. L1 ED 313 904

Adelman, Clifford
Using Transcripts To Validate Institutional Mission: The Role of the Community College in the Postsecondary Experience of a Generation. ASHE Annual Meeting Paper.
59p. 1mf. L1 ED 313 963

Adelman, Nancy E.
International Seminar on the Effects of Structural Change on Employment and Education and Training in the Service Sector (District of Columbia, June 14-15, 1989). A Summary.
25p. 1mf. L1 ED 313 566

Adema, Jos J.
Implementations of the Branch-and-Bound Method for Test Construction Problems. Project Psychometric Aspects of Item Banking No. 46. Research Report 89-6.
45p. 1mf. L1 ED 314 502

Adenwalla, Dinaz
Scripted Cooperation and Knowledge Maps: Information Processing Tools Applied to Deaf Education.
20p. 1mf. L1 ED 313 849

Agurcia, Joan Bundy
Increasing Linguistic and Cultural Assimilation through a Language Exchange Approach.
69p. 1mf. L1 ED 313 910

Aiex, Nola Kortner
Using Literature To Teach Reading. ERIC Digest.
5p. 1mf. L1 ED 313 687

Al-Azzawi, A. S.
Teaching English Literature to Iraqi Students of Translation: A Study in Cultural Overlap.
21p. 1mf. L2 ED 313 911

Alexandre, Laurien
International Issues, Media Coverage and Public Ignorance: or, So, Where Is Africa, Anyway?
19p. 1mf. L1 ED 314 303

Allen, Judd
Changing Group and Organizational Cultures To Support Healthy Lifestyles.
11p. 1mf. L1 ED 314 414

Allen, R. R.
Teaching Assistant Strategies: An Introduction to College Teaching.
169p. mf. L3 ED 313 949

Allen, Virginia G., Ed.
When They Don't All Speak English: Integrating the ESL Student into the Regular Classroom.
174p. 2mf. L1 ED 313 896

Alpin, D. Yvonne
Identification of Additional Learning Difficulties in Hearing-Impaired Children.
26p. 1mf. L1 ED 313 835

Alter, Linda L., Ed.
Authoritative Guide on the Use of Telefacsimile in Libraries: An Occasional Paper. Series 2, No. 3.
23p. 1mf. L1 ED 314 065

Alvarez, Manuel, Ed.
Student Magazine of the ESL Classes of the International Ladies' Garment Workers' Union (ILGWU).
123p. 2mf. L2 ED 313 921

Ames, Harold
Amerasians and ESOL: Responding to Their Needs.
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